DOCUMENT RESUME

ED 380 702 CE 068 698

AUTHOR Norwood, Marcella M., Ed.
TITLE Marketing Education National Research Conference Report. Marketing Practices: Implications for Developing a Future Workforce. (Key West, Florida, April 15-17, 1994).
INSTITUTION Houston Univ., Tex.; North Carolina Univ., Greensboro.; University of West Florida, Pensacola.
PUB DATE Apr 94
NOTE 234p.
PUB TYPE Collected Works - Conference Proceedings (021) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC10 Plus Postage.
DESCRIPTORS Academic Achievement; Bachelors Degrees; Career Education; Career Guidance; Computer Uses in Education; Cooperative Learning; Counselor Attitudes; *Distributive Education; *Distributive Education Teachers; Educational Improvement; *Educational Objectives; Educational Philosophy; *Educational Practices; Educational Research; *Educational Trends; Entrepreneurship; Fashion Industry; Flexible Scheduling; Futures (of Society); Global Approach; Graduate Surveys; Higher Education; International Education; Job Analysis; *Marketing; Public Schools; Retailing; School Counselors; Secondary Education; Tourism
IDENTIFIERS Florida; Kansas; Market Research; South Carolina; Virginia

ABSTRACT

This conference provided a forum for presenting research findings to educators and other audiences interested in marketing education. The following papers were presented: "Application and Utilization of the Marketing Education Baccalaureate Degree in the Public School--Training and Development Arenas" (Wyant, Prey); "The Impact of Alternative Scheduling on Marketing Education Programs" (Lucas, Greaven, Miles); "Virginia Secondary School Counselors' Perceptions of Virginia's Marketing Education Programs" (Goins); "Academic Achievement of 1993 Vocational Graduates in Florida" (Thompson); "A Survey of Computer Usage by High School Marketing Education Teachers in South Carolina" (Clodfelter); "Triangulation: Expanding the Definition in Research" (Heath-Camp, Camp); "Marketing Education Philosophy and Objectives 1979 to 1989: A Decade of Research Influence" (Littman); "Motorcoach Tourists: A Market Profile" (Worms, Worms, Cremeans); "A Study of the Frequency and Criticality of Job Tasks and Competencies Performed in Fashion Retailing" (Woloszyk); "The Relationship of Entrepreneurship/Self-Employment to Career Guidance and Career Education in Kansas Schools, 1993" (Hoffman, Christy); "Enhancing Education through Cooperative Learning" (Cooper, Cornick, Malone); "Implications of the Global Economy for International Marketing Education" (O'Brien, Ning); "College Recruitment Survey for Marketing Education" (Searle); "Marketing Education--The Future" (Norwood). Many papers contain bibliographies. (MN)

ED 380 702

Marketing Education

Marketing Practices: Implications for Developing A Future Workforce

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Marketing Education
National Research Conference

Marketing Practices: Implications for Developing A Future Workforce

April 15, 16, 17, 1994
The Palms
Key West, Florida

Planning Committee Co-Chairpersons

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Dr. Marcella McComas Norwood, University of Houston
Dr. Betty Heath-Camp, Virginia Polotechnic Institute and State University
Dr. Terrance O'Brien, North Carolina State University

Printed by
College of Technology
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INTRODUCTION

The National Research Conference for Marketing Education is the outgrowth of many discussions by marketing teacher educators attending annual professional meetings. The marketing teacher educators consistently expressed a need for a research conference that would provide a forum for presenting research findings to the educators and other audiences interested in marketing education. The marketing teacher educators also expressed a concern for nurturing those new professionals entering the field of teacher education. While the initial organization and planning for this annual event is attributed to a few seasoned marketing teacher educators from the south, the annual conference has become the highlight of the year for the professional development and rejuvenation of teacher educators from states throughout the nation.

This conference has provided many teacher educators with opportunities to present research, publish, and learn new techniques and methods of research. Marketing teacher educators are in agreement concerning the need for this type of conference and the need to keep it as a single purpose meeting and an annual event.

A pre-conference workshop was offered to participants which included the following: Current Research Methodology: Qualitative Research, by Dr. Bill Camp, Virginia Polytechnic Institute and State University; Linear Structural Equation Modeling: LISREL, by Dr. Terry O'Brien, North Carolina State University; Curriculum Models for the 90's, by Mr. John Miracola, Vocational Director in St. Lucie County, Florida; and, Implications for Research Through Tech Prep Evaluation, by Dr. Frank Hammond, Florida International University.

Editor

Dr. Marcella M. Norwood
University of Houston
Houston, Texas

Research Paper Referees

Ms. Loretta Costin
Florida Department of Education
Marketing, Diversified and Special Projects
Program Director
Tallahassee, Florida

Dr. John Elias
University of Missouri Columbia
Professor Emeritus, Marketing Education
Columbia, Missouri

Dr. Robert Fritz
University of Georgia
Marketing Education
Athens, Georgia

Dr. Dee Wilder
Florida State University
Research Associate Professor
Tallahassee, Florida

Publisher

The University of Houston
Center for Applied Technology
Houston, Texas

Conference Organizers

Dr. Wally Holmes Bouchillon
University of West Florida
Pensacola, Florida

Dr. Benton Miles
University of North Carolina at Greensboro
Greensboro, North Carolina

Dr. Marcella M. Norwood
University of Houston
Houston, Texas

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Research Reports

APPLICATION AND UTILIZATION OF THE MARKETING EDUCATION BACCALAUREATE DEGREE IN THE PUBLIC SCHOOL - TRAINING AND DEVELOPMENT ARENAS

Submitted to the

National Marketing Education Research Conference
Refereed Division
Key West, Florida

by

Laura Wyant, M.S.
Adult and Technical Education
Marshall University

Phillip O. Prey, Ed.D.
Adult and Technical Education
Marshall University

Harris Hall Room 433
Huntington, West Virginia 25755
Phone 304 696-3073

ABSTRACT

The purpose of this study was to investigate how Marshall University Marketing Education Baccalaureate Degree Holders are currently or have previously utilized their degree. The population consists of all accessable individuals having completed the Marketing Education Degree at Marshall from 1980-1990.

The study focuses on the adequacy and utility of the Marketing Education undergraduate degree for completers of the degree in 1) the public school education arena, and 2) the adult training and development arena.

The following research questions were investigated:

1. To what extent do they utilize the degree to teach secondary students in secondary schools?
2. To what extent do they utilize the degree to teach adult students in secondary school settings?
3. To what extent are they involved in the training function of non-educational organizations?
4. Did the undergraduate course work adequately prepare them for employment responsibilities in these 3 arenas.
5. Over-all how satisfied are they with their undergraduate preparation for their present job?

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STATEMENT OF THE PROBLEM

The purpose of this study was to analyze the degree to which the undergraduate marketing education program at Marshall University prepares students to successfully enter into a career as: (1) a Marketing Education Teacher Coordinator, (2) a teacher of the returning adult student population, and (3) a trainer in business and industry.

Specifically, the objectives of the study are as follows:

1. To what extent was the undergraduate Marketing Education degree utilized exclusively by the Marketing Education graduate as preparation for the secondary school setting?
2. To what extent do graduates use the degree to teach adult students in a secondary school setting?
3. To what extent are graduates involved in the training function of a non-educational facility?
4. What is the students perception of their undergraduate degree preparation to work with (1) secondary students, (2) adults in the secondary setting, and (3) adults in business and industry.
5. Overall how satisfied are they with their undergraduate preparation to perform the job responsibilities required of them?

SIGNIFICANCE OF THE STUDY

The results of this study will provide faculty in Marketing Education Teacher preparation programs information that will assist them in the formulation of curriculum which will accurately address the multiple career needs of the graduates.

In addition, the results could provide the impetus for greater

interdisciplinary cooperation between academic departments in the preparation of Marketing Education Teacher Coordinators.

ASSUMPTIONS INVOLVED IN THE STUDY

It was assumed that the undergraduate program may not have been adequately meeting the needs of the graduates who choose not to pursue teacher education as a career.

This study was designed based upon Allports position, that when given the opportunity to express one's self, the individual can and will respond in a valid reliable way (Allport, 1953).

Since the data collected in this study could in no way harm the individual it is assumed that they would not be threatened and would answer each question honestly.

LIMITATIONS OF THE STUDY

The following limitations are recognized by the researchers:

1. The study was limited to 60 Marketing Education graduates of the Marshall University Marketing Education program.
2. The study was limited to students who completed the program between 1980-1990.
3. The study was limited to graduates of the undergraduate Marketing Education program.
4. The study was limited to the sample group, however like conclusions may be drawn to other groups with similar characteristics.

DEFINITION OF TERMS

The following is a list of terms used in this study:

Marketing Education: A program of instruction in the field of marketing

and management designed to prepare individuals to enter, to progress, or to improve competencies in marketing and management occupations.

Adult students: any individual who is beyond the age of compulsory school attendance.

Secondary students: those individuals required by law to attend secondary school.

Training activities: those activities conducted by business and industry designed to transmit skills, attitudes, and knowledge which will assist employees in meeting personal and/or organizational goals.

REVIEW OF LITERATURE

A review of related literature concerning the utilization of the undergraduate Marketing Education degree was undertaken.

A 1990 study by Allen revealed that training personnel for business and industry indicated that Marketing Education majors, hired by their companies, compared very favorably to business administration graduates. In the area of leadership the Marketing Education majors had an edge over their business school counterparts.

A 1985 survey by the Metropolitan Life group indicated that 7% of those certified to teach were in training and development positions. Many others were in executive, managerial positions in which they provided some training function for the organization.

The review of the literature did not reveal any research that directly related to the utilization of the Marketing Education degree in providing training and development activities within business and industry organizations.

SUMMARY, DISCUSSION, AND IMPLICATIONS

Purpose

It is an assumption that students who enter and proceed through an undergraduate Marketing Education certification program are preparing to work in secondary school settings.

Experience and observation indicate that not all graduate pursue this path.

The purpose of this study was to look at the existing Marshall University Marketing Education Program to determine if it was perceived, by its graduates, as adequately preparing them to fill the following three career paths.

1. Secondary Marketing Education Teacher/Coordinator
2. Instructor of returning adult students
3. Training and Development Instructor/Developer in a Non-Public School Setting

Population and Instrumentation

Graduates of Marshall University's Marketing Education program, for the ten year period from 1980 to 1990, were used as the population base for the study. Sixty subjects were identified. A questionnaire consisting of 9 major items was developed and mailed to the homes of those subjects of the study, as well as a request to respond within the next 30 days, was enclosed along with a self-addressed stamped envelope.

Non-respondents where mailed a follow-up questionnaire, cover letter, and return envelope in early Fall of 1993. They were asked to respond within 30 days. Some of these non-respondents were phoned regarding the survey.

Discussion of Findings

The following observations were among the major findings:

1. Of the responding group, a little over one third (38%) of them were **not** employed as teachers in the secondary schools.
2. 62% of the respondents who were employed as teachers in the secondary schools had been on the job for less than 5 years. 29% of them had been so employed for more than 5 years, but less than 10 years. The median number of years for the group employed as a Marketing Education teacher in the secondary schools, was 7.
3. Of those respondents employed in the secondary schools, 57% of them were or had also taught **adult students**. The majority of these respondents, 75%, indicated that they felt the Marketing Education program had adequately prepared them to work with/teach adult students as well as secondary students.
4. Of the responding group, 64% of them were or had been employed in a marketing position outside the secondary school arena. The vast majority of these, 72%, had been so employed for less than 5 years. Only 20% of them had been so employed for more than 5 years.
5. 65% of the respondents had been or were currently employed in a position requiring training activities. Of those, 85% of them felt the Marketing Education program provided them with the necessary skills for such activities.

Discussion

The reasons for conducting the study were the result of an undefined, but nagging feeling that the Marketing Education program at Marshall, as presently

constituted, did not really prepare the students for the multiple work roles they found themselves in after degree completion. We were aware that not all of our graduates sought employment as Marketing Education teachers in the secondary school system. We also knew that many who did, also found themselves teaching "adult" students as well as the secondary students. Another portion of those graduates secured employed in the private sector and were involved with adult "training and development/program design" activities. Yet, there were no formal classes in either adult learning theory or Training and Development provided in the Marketing Education program. The concern was that the graduates of such a program would be less than prepared to function adequately in either of these areas.

The most surprising result of the study appears to be the fact that the graduates of the program don't perceive that to be the case, since 75% to 85% of those involved in these areas indicated their preparation was adequate.

That relatively high degree of satisfaction with the program is compromised a bit when the written comments are factored into the mix. When asked if they had taken additional courses, seminars, or workshops to help prepare themselves, since such activities are generally engaged in to acquire or upgrade skills, each of the respondents, who had expressed a feeling of adequacy with the preparation provided by the program, indicated they had been so engaged since graduation. This was particularly true of those whose tenure in such positions was less then 4 years. That group represented 80% of the respondents in this category.

Implications

Based on the results, the first impulse might be, "if it isn't broke,

don't fix it". Since the consumer feels they are being adequately prepared for such multiple work place activities, there is little need to revise the present program and its offerings. However, it seems likely that some fine tuning of the system would strengthen the program and ultimately the end product.

It seems that the present program does a good job of preparing its graduates to function successfully in the secondary school arena. It is also broad based enough to provide at least minimal preparation for those graduates to function with the adult learner either in the educational or the training and development environment. It is these two areas which could benefit from the fine tuning.

Exposure to adult learner characteristics and aspects of adult instruction would improve the graduates preparation in this area.

Exposure to the aspects of Human Resource Development, particularly the area of training and development, would also be an improvement. Likewise, some knowledge of the instructional design process, as it is applied in Training and Development rather than in secondary education, would be helpful.

Such fine tuning would also enhance the graduates employability by broadening what already appears to be a strong basic program.

DATA ANALYSIS

QUESTION 1

TABLE 1

PERCENTAGE OF MARKETING EDUCATION TEACHERS EMPLOYED IN THE PUBLIC SCHOOLS

% Employed	62	n = 21
% Not Employed	38	n = 13
	100%	N = 34

QUESTION 2

TABLE 2

YEARS OF EMPLOYMENT IN THE PUBLIC SCHOOL SYSTEM
(FIVE YEAR INTERVALS)

0 - 15	13	38
6 - 10	6	18
11 - 15	2	6
NR	13	38
TOTAL	34	100%
M =	7	
SD =	4.55	

QUESTION 3

TABLE 3

MARKETING EDUCATION GRADUATES WHO HAVE TAUGHT ADULT STUDENTS AS WELL AS SECONDARY STUDENTS

% YES	57	n = 12
% NO	43	n = 9
	100%	N = 21

QUESTION 4

TABLE 4

PERCENTAGE OF TEACHERS WHOSE MARKETING EDUCATION PROGRAM PREPARED THEM TO WORK WITH/TEACH ADULTS AS WELL AS SECONDARY STUDENTS

% YES	57	n = 12
% NO	43	n = 9
	100%	N = 21

QUESTION 5

TABLE 5

MARKETING EDUCATION GRADUATES WHO HAVE BEEN EMPLOYED IN A MARKETING POSITION

% YES	62%	n = 21
% NO	35%	n = 12
NR	3%	n = 1
	100%	N = 34

QUESTION 6

TABLE 6

YEARS OF EMPLOYMENT IN A MARKETING POSITION
(FIVE YEAR INTERVALS)

	No.	% of Total
0 - 5	15	72
6 - 10	4	19
11 - 15	1	0.05
Lifetime	1	0.05
Total	21	91.10
NR	13	8.9
Total	34	100%

M = 5.25
SD = 5.76

Question 7 Table 7

MARKETING EDUCATION GRADUATES WHO HAVE BEEN EMPLOYED IN A POSITION IN WHICH THEY WERE RESPONSIBLE FOR DEVELOPING OR CONDUCTING TRAINING ACTIVITIES

% YES	59%	n=20
% No	32%	n=11
NR	9%	n= 3
	100%	N=34

Question 8 Table 8

MARKETING EDUCATION GRADUATES WHO FELT THE MARKETING PROGRAM PROVIDED NECESSARY SKILLS FOR TRAINING ACTIVITIES

% YES	85	n = 17
% NO	15	n = 3
	100%	N = 20

Question 9 Table 9

MARKETING EDUCATION GRADUATES WHO HAVE TAKEN ADDITIONAL COURSES, SEMINARS, OR WORKSHOPS TO PREPARE FOR TRAINING ACTIVITIES

% YES	41	n = 14
% NO	47	n = 16
N/R	12	n = 4
	100%	N = 34

BIBLIOGRAPHY

Allen, Thomas R. (1990). Industries' Perception of Preparation of Marketing Teacher Education for Jobs in the Business World. In Marketing Education Research Proceeding, 1990.

Metropolitan Life Insurance Company 1985. Former Teachers in America.

APPENDIX A

CURRENT AND HISTORICAL
EMPLOYMENT ACTIVITIES
OF
MKE COMPLETERS

PLEASE COMPLETE ALL APPLICABLE ITEMS ON THIS SURVEY AND RETURN IT IN THE ENCLOSED ENVELOPE WITH IN THE NEXT TWO WEEKS (IF POSSIBLE). ALL INFORMATION WILL BE KEPT CONFIDENTIAL AND USED ONLY FOR THE PURPOSES OF THIS RESEARCH. WE APPRECIATE AND THANK YOU FOR YOUR PARTICIPATION.

SINCE GRADUATION:

1) Have you been employed in the public school system as a marketing education teacher? No Yes

2) **If Yes,** please give dates From_____ To_____

3) **If Yes,** Have you taught adult students as well as secondary students? Yes No

4) **If No skip to number 5, if Yes,** Did your undergraduate marketing education program prepare you to work with/teach adults as well as secondary students? Yes No

5) Have you been employed in a marketing position? No Yes

6) **If Yes,** please give dates From_____To_____

7) Have you been employed in any position in which you were responsible for developing or conducting training activities for others in the organization? Yes No

8) **If Yes,** do you feel that the marketing education program provided you with the necessary skills and background for those activities? Yes No

PLEASE CONTINUE ON OTHER SIDE

9) Have you taken additional courses, seminars, or workshops, to help prepare yourself for such activities? Yes No

10) **If Yes,** Please list/identify those in which you participated.

_____

_____

_____

11) Please list any other activities which you feel have prepared you

FOR EMPLOYEE TRAINING ACTIVITIES:

_____

_____

_____

TO WORK WITH/TEACH ADULTS:

_____

_____

_____

The Impact Of Alternative Scheduling On Marketing Education Programs

by

Stephen R. Lucas
University of North Carolina
at Greensboro

Dan Greaven
North Carolina Department
of Public Instruction

and

Benton E. Miles
University of North Carolina
at Greensboro

Mailing Address:
Room 366
Department of Management and Marketing
Bryan School of Business and Economics
University of North Carolina at Greensboro
Greensboro, NC 27412-5001

Phone: (910) 334-5691

Category of Paper: Refereed

Running Head: Alternative Scheduling

ABSTRACT

Alternative scheduling in secondary schools is increasingly appearing as a response to demands by the public for education reform in the public schools. This paper presents the issues and concerns relative to alternative scheduling strategies for secondary marketing education programs. This report is based on the results of two surveys of North Carolina vocational and technical education personnel. The first survey was administered to local vocational and technical education directors; the second survey was administered to marketing education teachers. The two alternative schedules reported most often were the 4-period schedule and the seven-period schedule. Alternative scheduling resulted in reports of more electives and increased enrollment in classes.

The Impact Of Alternative Scheduling On Marketing Education Programs

Alternative scheduling in secondary schools is increasingly appearing as a response to demands by the public for education reform in the public schools. This paper presents the issues and concerns relative to alternative scheduling strategies for secondary marketing education programs. This report is based on the results of two surveys of North Carolina vocational and technical education personnel. The first survey was administered to local vocational and technical education directors (LDs); the second survey was administered to marketing education (ME) teachers.

Fifty-four of the 121 North Carolina local directors responded (45%) to the survey. Fifty-six marketing teachers were identified by either their local directors or the lead consultant of marketing education (NC Department of Public Instruction) as teaching in a school operating on an alternative schedule. Thus, the population for ME alternative schedule participants totaled 56; the lead consultant for marketing education mailed the surveys to the 56 ME teachers. Thirty-one ME teachers responded resulting in a 55% response. Four of the ME respondents reported a traditional, six-period day and, thus, their responses were not useful to this discussion; evidently their school faculty were considering alternative schedules but had not implemented the plan under study.

Both surveys had common elements:

1. Types of scheduling.
2. Issues identified through experiencing alternative scheduling.
3. Positive and negative effects of the alternative scheduling plan.

Of the 54 LD respondents, 36 were on a seven-period schedule, four were on an 8-period schedule, 25 were on a 4 X 4 block schedule, and four were on a 4 x 4 block schedule with alternating days (a duplicated count).

Of the 40 schools that plan to implement an alternative schedule in 1994-95, 35 have selected the 4 x 4 block schedule alternative, three schools reported plans to implement the seven-period schedule, one school each planned to implement the eight-period schedule and the 4 x 4 block with alternating days. (Note: the two surveys were completed in November/December, 1993. Since that time, a significant increase has been reported to the state director of vocational and technical education in the number of schools anticipating implementation of an alternative schedule. Combining current schools operating with an alternative schedule with those reported to the state director as planning to implement an alternative schedule brings the total number to three-fourths of all North Carolina secondary schools.)

Why Alternative Scheduling?

There have been a plethora of articles appearing in such journals as the Principal, NAASP Bulletin, and the Phi Delta Kappan that have been written concerning alternative scheduling for schools. Delany (1991) provides the basis which helps to explain why school administrators and site-based management teams are considering a restructuring of the high school when he invites the reader to take "...a unique look into the black box of how schools' resources and its students are matched and the resultant sorting and stratification that results from the process. Like many of the routine events in organizations, the long-range outcomes of the scheduling process in a high school are less intelligible to its participants than they are to history." Edwards (1993) takes the reader through the four-period day and contrasts it with the schedule of a typical secondary school with five and one-half hours of instruction. He states that, almost universally, schools will schedule 50 to 55-minute daily periods of instruction for 180 days. He presents an alternative and states that, "...if students and teachers worked with fewer classes and fewer people each day, they could focus more time and energy on improving instruction and increasing learning. Consequently, student achievement would improve." After a review of the literature, the authors are convinced that alternative scheduling is looming on the horizon for many schools. This report will discuss some of the more pertinent concerns and issues of alternative scheduling as it relates to marketing education.

In a review of literature one also comes to the conclusion that there is not universal agreement on terminology and the meaning of the terms used when discussing alternative schedules. For purposes of this paper, the terms will be defined as follows:

* The seven-period day results in seven 45 to 48-minute instructional periods.
* The eight-period day used the above schedule but also results in either an additional class schedule prior to school or one class schedule after the regular school day. All instructional periods are 45 to 48 minutes in length.
* The 4 X 4 block schedule results in 90-minute instructional periods; there are four periods in a day and one academic year (AY) of credit is awarded for each of four courses each "semester" (some prefer to refer to the "semester" as a term, first term or second term, in order to avoid confusion with the meaning of semester) upon the successful completion of each course.
* The 4 x 4 block schedule with alternative days results in four 90-minute instructional periods that meet on either Monday, Wednesday, and Friday or Tuesday and Thursday during week one; the classes alternate days in week two and the routine continues throughout the semester.

The above represents the totality of options reported by the local directors in the North Carolina survey. Certainly, there are other options being pursued nationally. This

report will be limited to these four options and, specifically, to the two that are reported in or near the majority -- the 7-period schedule and the 4 x 4 block schedule were reported by 66% and 46% of the local directors respectively (a duplicated count). The remaining two schedules were reported by fewer than seven percent of the local directors for each of the remaining schedules.

Outcomes of Alternative Scheduling

Advantages and disadvantages were reported by the survey respondents. However, the reader is cautioned that the purpose of the results of the survey being reported are to identify the parameters of future research and not to assume that the outcomes reported are an inherent part of alternative scheduling. For instance, one school has recently identified that absence and tardiness counts have increased since the implementation of an alternative schedule. The comments presented below were those frequently reported:

Advantages.

* Vocational and technical education enrollment increased.
* The majority of teachers and students liked some version of alternative scheduling.
* Attendance increased and dropouts decreased.
* Students were able to focus on just four subjects in the 4 x 4 plan.
* The seven-period schedule and the 4 x 4 plan offered more opportunity for electives.
* Grades improved.

Disadvantages.

* Vocational student organizations (VSO's) were more difficult to schedule.
* The cooperative portion of the course offering must be modified.
* The seven-period schedule is stressful for teachers.
* Counselors need in-service sessions.

Issues and Concerns That Have Been Learned Since Implementation.

Several issues/concerns were mentioned more often than others; those topics are discussed in this section.

Costs

Many of the respondents indicated that the increase in cost of implementing the alternative schedule was a problem. There was no indication that the per student cost or normal program cost were higher because of the alternative scheduling but rather that the increase in cost was a direct result of more students enrolling in the VTE program. Anytime a program grows in number when additional funds are not readily available to cover the additional costs there will be some stress on the instructional leader. It may be that it is the "chicken and egg" trap. Money is not allocated for new teachers until the demand is assured and demand is not assured until the new teachers are hired. Historically, a marketing education teacher has had to administer an overloaded program for at least a year before a new teacher is hired. From an objective view, the benefit of the possibility of expanding the marketing education program far outweighs the stress caused to the marketing education personnel in the short run. It is understood why this view is not popular with marketing education teachers but it seems to have been the most successful route for program expansion thus far.

Coordination

Marketing education was founded on the strength of the cooperative plan (or method of instruction). Until the 1963 Vocational Education Act, in order to receive federal funding, marketing education had to use the cooperative plan. Many people both in and out of vocational and technical education feel that marketing education and cooperative education are synonymous. In recent years, however, what was once perceived as a strength of marketing education has become a potential weakness of marketing education. Students participating in the cooperative plan/method now are in marketing classes with students not in the cooperative plan/method. Many marketing education teachers do not have sufficient time allocated to them in the school schedule to effectively use the cooperative method of instruction. For example, in North Carolina many teachers are not allotted the state suggested minimum amount of time (25 minutes per student, per week) for the coordination effort. With the above statement in mind, it is no wonder that many of the marketing education teachers indicate that alternative scheduling just exacerbates the problem of too little time in the school day in order to effectively coordinate students. One teacher reported that forty-eight minutes of the school day were available to coordinate thirty-eight students at twenty-six job sites. The teacher indicated that this forty-eight minute coordination period was also designated as the teacher's planning period. And, of course, non-coop teachers of subjects such as English, math, and art have one planning period with no additional duties to accomplish as a formal part of the planning period.

The alternative scheduling 4 x 4 block plan, as opposed to the six or seven- period day, may make it especially difficult for students to participate in the cooperative plan.

Since, under the 4 x 4 block plan, students can complete a one-year class in one semester/term, the use of the cooperative plan may lose its attraction to both the employer and the student. The student may only be available to the employer for training for a four to five-month period (one semester/term); in this case it would be nearly impossible for a student to participate in the coop aspect of the program for the number of hours expected (450 hours is the suggested minimum amount) in order to receive credit for the cooperative experience. One solution reported was to encourage a student to take a marketing course each semester and this would provide continuity for the student and teacher in solving the student's problem with the cooperative plan/method. Another solution reported was to schedule a required, monthly meeting time with the first term, coop students not enrolled in a marketing course in the second term.

In a four-period day, marketing teachers will typically have three courses as will all other teachers; the coordinator suffers in that the other teachers will have the fourth period for planning whereas the coordinator will have a 30-45 minute coordination period and 30-45 minute planning period. (In the typical 6-period day, the coordinator teaches four periods, has one additional period for planning and one for coordination; each period is approximately one hour.) The only other reported option was to give the teacher a three-hour coordination and planning period on the block schedule. The lack of time allocated for coordination is not something that is inherent in the several alternative scheduling plans and should be addressed in all of marketing education course offerings, regardless of a particular school's time schedule for classes.

Distributive Education Clubs of America (DECA)

DECA, the showplace of marketing education, is also drastically impacted by the block schedules. When students take a marketing course during the first semester and do not take a marketing course the second semester, how do they participate in the Spring DECA activities which at a minimum would consist of district and state competitive events? How does the marketing teacher motivate the first semester students to participate in the DECA program of activities during the second semester/term when, in the students' opinion, they have completed the AY course requirements during the first semester and are not presently enrolled in the second semester/term? Also, how does the marketing teacher convince the school administrators and other teachers that the students who are not presently enrolled in the ME program are best served by leaving school and participating in DECA events? Conversely, how do students who have not previously taken marketing courses during the first semester/term prepare for district and state competitive events that may begin only a few weeks after the semester starts?

Instructional Management

In the seven-period alternative schedule there are potentially negative aspects that are inherent and about which teachers should be cautioned. In the seven-period schedule, there is one more class in which a student can be absent or tardy. This occurrence increases the chances for a student to perform more poorly, thus effecting his/her grade in a severely negative way. Also, the increased absences or tardies will increase the likelihood of the need for parent/guardian conference(s) whose purpose will be to discuss a negative agenda; this is not a desirable result for a school schedule devised to improve education. A second negative is the fact that teachers will no doubt experience in increase in both the number of classes they will teach each semester and the number of lesson plans required as well as all the attendant items that go along with an additional class such as more students to know, more records to keep, and more grades to be assigned.

The 4 x 4 block schedule also has a potentially negative aspect. Some teachers reported that an advantage was that they had more time in which to do things, for example, sales demonstrations. This is not true. Each class period is approximately equal to two class periods in the traditional, six- period day. This false assumption that there is more time will cause the teacher to get behind. This misunderstanding points out the need for instructional pacing on the part of the teacher.

This concern for the classroom teacher, pacing, becomes clearer when one considers, for example, that in one term the teacher has to progress through the competency list at approximately twice the number of competencies per instructional period. In other words, for every time the teacher sees his/her students it represents two classes under the traditional schedule. Teachers may initially view a 90-minute time period as a lot of time but this view is deceiving. A secondary concern expressed in regard to the longer class period was the challenge to keep students on task. It was noted that some teachers indicated that the 4 x 4 block schedule presented problems in this regard. The teacher in the 4 x 4 block schedule needs to review the nature of his/her mode of teaching and to revise the instructional pacing. Careful planning is needed.

In the traditional six-period schedule, the student has six periods, thus, six classes. In a four-period schedule (4 x 4 block), there are eight course possibilities in the combined two terms instead of the six courses. Consequently, in the 4 x 4 block arrangement, the school has increased the number of electives that are possible and, in turn, the school has increased the need for teachers of elective subjects. Therefore, as a planner schedules a four-period day, one must avoid scheduling based on only student demand but, instead, one should consider teachers' employment for the whole year -- in other words look at both semesters/terms. For example, if one has a demand for four courses, two of the courses should be scheduled in the first semester/term and two for the second semester/term.

The final concern regarding instructional management is the situation that occurs whenever a school has a time schedule that varies from other schools with which they have shared programs or students. The alternative schedules present scheduling nightmares, travel time to specialty classes becomes increasingly difficult to arrange, and academic integrity is challenged.

Administration of the Program

Several factors are impacted when the traditional school year is compressed such as is the case in the 4 x 4 block schedule. End-of-course testing and follow-up of completers are two particular instances that require further explanation.

Vocational Competency Achievement Tracking System (VoCATS)

In North Carolina, the vocational and technical education program has implemented a massive competency tracking system, Vocational Competency Achievement Tracking System (VoCATS). VoCATS involves a course blueprint including competencies for the course, objectives, suggested instructional time guidelines, and a test item data bank. A key feature of VoCATS is a statewide pretest and posttest. Because of the compression of the "year" in the 4 x 4 block schedule, the pretest results are not returned to the teacher until the first term is nearly completed. This delay in student information nullifies or severely reduces one of the outstanding features of VoCATS.

Vocational Education Information System (VEIS)

North Carolina has implemented a system by which school personnel can determine the status of completers of the various vocational and technical education programs, VEIS. In the compacted, 4 x 4 block schedule, it is possible that students who are juniors can complete two VTE sequenced courses and, thus, they would be defined as "completers." However, the follow-up information would treat them as graduates and the information would be faulty. A revised definition for completers needs to be written.

In-Service Programs for Teachers and Counselors

The in-service needs for teachers might appear obvious, based on the comments previously made. Topics such as DECA, instructional pacing, and end-of-course testing are just a few of the subjects for which a strategy needs to be devised for successful implementation under a new, alternative schedule.

What is not obvious in a new, alternative schedule schema is that counselors need to undergo specific in-service activities, including career development philosophy, in order to understand the options and to assist students in taking advantage of electives.

On the one hand, this is not a new situation and, in some cases, it is not an issue. But it is an issue in any school where counselors do not support assisting students in making positive decisions regarding vocational and technical course electives.

Recommendations

From the study of the survey responses, the following recommendations are offered.

* As school management teams consider the adoption and implementation of an alternative schedule, this report will aid them in obtaining the information pertinent to making the schedule decision. However, two important aspects that were not addressed in the survey but need to be addressed when a scheduling change is under consideration are front-end and back-end issues: 1. at the beginning, one needs to state the philosophy and the goals of the schedule under consideration; 2. an evaluation plan to determine results needs to be established prior to implementation.

* Provide funding for the additional hiring of new teachers required by increased demands.

* Obtain assurance from administrators that time allocated for coordination time will not suffer. It is advisable that the coordination responsibility be treated as a class so that adequate time will be allocated.

* Have a plan in place that provides students an opportunity to participate in DECA activities in the first and second term.

* Develop an in-service plan to address both instructional and counseling issues.

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VIRGINIA SECONDARY SCHOOL COUNSELORS' PERCEPTIONS OF VIRGINIA'S MARKETING EDUCATION PROGRAMS

L. Keith Goins
East Carolina University
Business, Vocational, and Technical Education Department
Marketing Education Area
2312 General Classroom Building
Greenville, NC 27858-4353
(919) 757-6549 (office)
(919) 321-2379 (home)

Refereed Paper

Running Head: Counselors' Perceptions

VIRGINIA SECONDARY SCHOOL COUNSELORS' PERCEPTIONS OF VIRGINIA'S MARKETING EDUCATION PROGRAMS

L. Keith Goins
East Carolina University
Business, Vocational, and Technical Education Department

Abstract

The purpose is to determine the perceptions Virginia school counselors have toward Virginia's marketing education program. The population is Virginia secondary school counselors in schools where a marketing education program is offered. The methodology involved the use of a mail survey instrument. Findings include: counselors have an overall positive attitude toward marketing education; counselors have a positive attitude toward the areas of academic development, social intelligence, DECA, co-op, and career development/education. Counselors are not knowledgeable in the areas of curriculum, teacher expectations, and DECA. Counselors are knowledgeable about the co-op, academic development, and mission of the program.

VIRGINIA SECONDARY SCHOOL COUNSELORS' PERCEPTIONS OF VIRGINIA'S MARKETING EDUCATION PROGRAMS

Current United States markets are changing directions from the past 30 years and will create enormous marketing opportunities between now and the year 2010 (Husted, 1991). The largest number of new jobs created from the late 1980s through the year 1990 were in marketing and will continue to increase to the year 2000 (Bureau of Labor Statistics, 1990). Marketing managers and sales people requiring an array of skills will be in great demand due to this trend With serious skill shortages in the field of marketing expected during this time period, the increase in marketing opportunities will reinforce the importance of marketing education These trends in the workforce enable the graduates of a marketing education program to continue to be in demand in the marketing field. The marketing education program should flourish and provide valuable career assistance to students. On the other hand, the increase in graduation requirements in many states, will affect the ability of high schools to provide appropriate time slots which allow students to enroll in vocational education courses (including marketing education) (Washburn & McEwen, 1989).

Secondary school counselors have an important role in the success of any informational and promotional plans established for a marketing education program. The attitudes counselors have toward marketing education can have a major impact on course enrollment and students' planning of schedules including a combination of both academic and vocational courses (Washburn & McEwen, 1989). In order to meet the challenges of global competition, the United States has embarked on a new vision for vocational and technical education, of which marketing education is a part. The new vision consists of preparing better skilled workers for industry by utilizing basic academic skills through increased vocational training programs. School administrators and school counselors need to be better informed of, more involved with, and more committed to education for all, especially those choosing education for work (Warnat, 1990).

Background

Numerous studies from several researchers have attempted to examine the perceptions of parents, teachers, sponsors, students, administrators, school personnel, and business leaders toward the marketing education program, in general, at the secondary and post-secondary levels (Clodfelter, 1984; Davis, 1974; Foster, 1982; Gordon, 1978; Gregar, 1983; Hansen, 1975; Hatzios, 1990; Holt, 1978; Ruff, 1989; Searle, 1977). Davis (1974) studied the extent to which Indiana marketing education programs were achieving program philosophy as perceived by the students and marketing teachers. Recommendations for improving local programs based on a state philosophy were developed. Gordon (1978) investigated the perceptions marketing teachers and principals had toward the New Jersey marketing education programs. In this study, the perceptions of marketing teachers and principals were gathered using a mail survey. The entire state populations of marketing teachers and principals were used in the investigation Findings were reported in the form of frequency distributions. It was concluded that 45 % of the established guidelines were followed by 90-100 % of the responding schools. The perceptions of the marketing teachers and principals were in agreement.

Clodfelter (1984) and Hatzios (1991) studied the perceptions marketing students had toward the marketing education program. Clodfelter (1984) determined high school students' attitudes toward marketing and advanced marketing courses in Virginia. Some findings of his study included: both students enrolled in marketing and those not enrolled in marketing courses thought the selected course attributes had at least some importance in their decision in which course to enroll; students enrolled in marketing courses had stronger beliefs that such courses possessed the selected attributes than did students not enrolled in the marketing program; and those students enrolled in marketing courses held significantly more positive attitudes toward marketing education than those not enrolled in the marketing education program to mention a few. Instead of looking at the courses in marketing education, Hatzios (1991) studied the perceptions students had about the total marketing education program. Two findings from the study were the identification of 10 tangible and nine symbolic attributes of the marketing education program, and that students' attitudes toward the marketing education program are more highly related to the tangible attributes of the program than the symbolic attributes of the program.

A marketer is concerned about attitude theories because they enable the business to develop effective marketing strategies that will influence the consumer or user to develop effective marketing strategies that will influence the consumer to develop favorable attitudes towards the product or service (Hatzios, 1991). The purpose of a model is to establish and measure attitudes based on various components of the product. The model used for this study as a basis for the evaluation of the counselors' attitudes and perceptions is the multi-attribute model.

A multi-attribute object (e.g., product or program) is viewed as a bundle of attributes leading to costs and benefits of differential desirability to individuals or segments of the market (Wilkie & Pessemier, 1973). The overall affects reveal an individual's beliefs as to the degree to which a given program or object possess certain attributes of importance (Wilkie & Pessemier, 1973). The advantage a marketer would have from using a multi-attribute model over the "overall affect model" is in gaining understanding of the attitudinal structure (Wilkie & Pessemier, 1973). "The fundamental purpose of the multi-attribute model is to provide an insight into the structure of a consumer's attitude--to tell us why consumers like certain brands, for example, and dislike others" (Wilkie, 1990, p.319). The marketing teacher needs to know what areas of the marketing education program counselors or other audiences may think less positively toward in order to plan and implement effective strategies. The multi-attribute model serves as a basis for this study. The marketing education program is the product and the counselors in this case are the consumers. This study looks at what areas or dimensions of the marketing education program do counselors view more favorably or less favorably.

Statement of the Problem and Research Questions

The purpose of this study is to determine the perceptions Virginia secondary school counselors have toward Virginia's marketing education programs and to determine if there is a relationship between demographic characteristics and perceptions. The findings from this study

can be used to propose promotional and/or recruitment strategies for Virginia's marketing teachers. The following research questions were addressed:

1. What are high school counselors' attitudes toward marketing education?
2. What do high school counselors know about the marketing education program?
3. What is the relationship between selected demographic characteristics--years experience as a counselor, years experience as a classroom teacher, years work experience outside of education, and school location--and the perceptions counselors' have toward Virginia's Marketing Education Programs?

METHODOLOGY

The methodology involved the use of a mail survey and a multi-attribute model in determining what Virginia's secondary school counselors' attitudes are toward marketing education in Virginia. The population of this study was secondary school counselors in Virginia employed in schools where a marketing education program is offered. In this study, the researcher conducted a census of the 194 schools offering a marketing education program in Virginia. The population for this study was determined from a letter sent to a selected marketing teacher in each school asking him or her for the number of counselors in his or her school. A letter was sent to each marketing teacher requesting him or her to ask the counselors in his or her school to participate in the study and to serve as a disseminator of the survey instrument. Only 160 out of the 194 schools (82.5%) returned the form identifying the total number of counselors for the population. There was no way of knowing the actual number of counselors in the population according to the Virginia Department of Education.. However, the researcher does have the total number of counselors participating in the study out of the total number of possible counselors in those responding schools. There were 275 counselors responding out of a possible 297 counselors (92.5%) in the 115 schools responding in this census study. A cover letter for the packet requested that the marketing teacher disseminate the instruments and be responsible for collecting the completed instruments and returning them.

Instrumentation

The instrument used in this study was developed to identify the perceptions secondary school counselors have toward the marketing education program in their schools. A review of literature for this study revealed that several studies have been conducted to determine counselors' attitudes toward other subjects and the perceptions that other audiences have toward marketing education. After reviewing some of those studies and their instruments and using two panels of experts consisting of marketing teachers and counselors in the field, the instrument was developed. An instrument with three sections was developed for this study. Section one was designed to obtain background demographic information from the secondary school counselors. Section two was designed to determine the attitudes of Virginia's secondary school counselors

toward marketing education. Section three was developed to assess the knowledge secondary school counselors have about the marketing education program. Each section is described below.

Section One

The background section of the instrument, in which research question number three is addressed, was used to collect selected demographic information from each high school counselor such as:

1. Geographical location of school in the State
2. Number of students in the school
3. Years experience in Counseling
4. Years of classroom teaching experience and licensed area(s)
5. Years of work experience outside of education

This information may be important in understanding how counselors perceive the marketing education program.

Section Two

In the second section of the instrument, attitudes toward marketing education are determined using a Likert-type scale. Answers to research question number 1 are addressed in this section. In this study, the attitude section contains both positive and negative attitude items that were validated by a panel of experts. Attitudinal statements toward the marketing education program were created from a review of literature, a prioritized list generated from a panel of marketing teachers, and a prioritized list generated from a panel of counselors. One of prioritized list of statements pertained to misconceived ideas or common misconceptions about the marketing education program. These statements were used in the study as negative statements. The statements were then combined on the instrument in sections two and three. The high school counselors selected a response from those statements in which they felt described the marketing education program. Each attitude statement was rated using a five-point Likert-type rating scale. According to Wiersma (1975) the number of possible responses in the scale is arbitrary. Five or seven responses are common. The advantage of additional responses is that the greater variance in scores seems to make the score more sensitive to differences in attitudes. Once section two of the survey was completed, the researcher visually grouped all of the items together into specific areas that pertained to the marketing education program. These areas according to the multi-attribute model enabled the researcher to conduct further analysis to breakdown the overall attitude of the counselors and take a look at individual components of the marketing education program. Those areas that were used in section two and the number of items on the survey in each area were: academic development-16 items; social intelligence-6 items; DECA-4 items; co-op component of the program-9 items; career development-9 items; career education-9 items, and program image-7 items.

Respondents indicated their degree of agreement or disagreement by marking the responses that most clearly represented their beliefs on the opscan form. The options were:

5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

A positive attitude statement was represented by a value of 5 for Strongly Agree, 4 for Agree, 3 for undecided, 2 for Disagree, and 1 for Strongly Disagree. The reverse was the case for a negatively stated item. The undecided category splits the scale into equal portions of agreement and disagreement. The overall mean attitude score of the respondents and frequency of each statement were computed. The scores for all items represented were summed to obtain the individual's overall attitude score toward the marketing education program. In addition, each of the areas previously mentioned had scores summed to obtain the individual's attitude score for that particular area.

Section Three

The responses to the third section of the instrument answered research question number 3, which tries to determine what the high school counselors know about the marketing education program. A panel, consisting of five (Moore, 1987) marketing teachers using the nominal group research technique was used to formulate a list of statements about the characteristics of the marketing education program that they believe the high school counselors should know. Knowledge statements were also generated from the prioritized list mentioned earlier looking at common misconceptions of the marketing education program. From section three the high school counselors' responses are evaluated proportionally.

An overall score was determined for the counselors. All of the knowledge items were also sorted into areas of the marketing education program after the survey was completed. The areas allowed for the researcher to look further into what the counselors know about the marketing education program. The grouping of areas for the knowledge section and the number of items on the survey were: academic development-4 items; purpose and mission-8 items; teacher expectations-3 items; DECA-7 items; co-op component of the program-14 items; and curriculum-21 items. The following scale was used in this section of the instrument:

1 = Answered Correctly
0 = Answered Incorrectly
* = I Don't Know (missing data)

A correctly answered statement was represented by the value of 1, an incorrectly answered statement by the value of 0, and if the counselor really doesn't know then it was counted as missing data. The overall mean knowledge score and frequency was then computed for each respondent. The scores for each item were summed to obtain a total knowledge score for each respondent in this section of the instrument. In addition, all of the items were grouped in specific areas of the marketing education program previously mentioned. A score was determined for each area as well as an overall knowledge score. This grouping was conducted to determined if counselors' knowledge in one area of marketing education was stronger than may be in another area.

Data Collection Procedures

The data was collected at the end of the 1992-1993 school year. The survey instruments were mailed out during the last few weeks of the school year, May 1993. The appropriate number of survey instruments were included in a packet and mailed to one marketing teacher in each of the 194 schools offering a marketing education program in which he or she served as a disseminator. The packet contained two memo style cover letters; one cover letter for the marketing teacher and one for each of the school counselors (see Appendix K). The cover letters explained the purpose of the study to each group. The cover letter for the teachers also tried to encourage the marketing teachers to distribute and collect the completed instruments and then mail the packets back to the researcher. Additionally, the survey instruments, and a stamped self-addressed return envelope were included in the packet. The marketing teachers were briefed through the cover letter on making sure the potential respondents know that their individual responses will be kept confidential. However, the return envelopes were numerically coded for follow-up purposes.

Two weeks after the initial mailing, a short letter was sent to all marketing teachers serving as disseminators in the schools reminding them to collect and return the surveys. After another two weeks passed, all non-respondent schools were mailed a second questionnaire with a new cover letter and a stamped self-addressed return envelope in case the original questionnaire was misplaced or lost in the mail. One week following this third mailing, phone calls were made to the non-respondent schools with no success. Messages were left for the disseminators to collect and return any surveys or call for more information. No return calls were received possibly due to vacation leave starting for both teachers and counselors.

Data collected from the respondents were entered on the provided opscan computer survey instrument. The data were analyzed via the Measurement and Testing Center at Virginia Tech using the SAS program on the mainframe.

Section One. The first section of the instrument covering demographics was analyzed by computing the mean, variance, and range for each of the variables except geographical location. Pearson r correlations were figured to help describe the relationship between the demographics described in research question number three and the attitude toward and knowledge of the marketing education program.

Section Two. The attitude section, which is section number two, analyzed research question number 1. A Likert-type scale was used to measure the attitudes of high school counselors in Virginia's secondary schools offering a marketing education program. The attitude items were summed to determine an overall mean score for counselors and a area mean score for counselors in each of the areas in which the attitude items were grouped. Frequencies were calculated for each item. An overall attitude score and area attitude score was determined for each respondent by summing all item scores together.

Section Three. Section three analyzed research question number two. The knowledge high school counselors have of the marketing education program was determined from the responses in section three of the instrument. Percentages and frequencies were determined to analyze which items indicate knowledge of the program and which items indicated lack of knowledge about the program. It was an item by item analysis. Each respondent received an overall knowledge score and an area knowledge score from this section.

ANALYSIS

The population for this study consisted of 285 counselors from 194 schools in Virginia offering a Marketing Education Program. Of the 194 schools offering a Marketing Education Program, 8 schools were used in piloting the survey. The eight pilot schools were not used to collect final data for this study. Therefore the population is the remaining 186 schools in Virginia offering a Marketing Education Program. These 186 schools were mailed the final survey instrument. There were 115 schools of the 186 or 62% of the schools offering a Marketing Education Program that participated in this census study. From these 115 schools, 285 secondary school counselors completed and returned the questionnaire, but only 275 responses were usable due to respondents returning only one section of the survey instrument. The *n* varies on some questions due to individual participants failing to answer these questions on the survey.

Counselors self-identified the region within Virginia they were located in by placing a check in the choice that was appropriate in Section 1 of the survey instrument. The distribution varied between the five regions in the state with the lowest number coming from the Danville area.

There were more rural counselors that responded than there were urban counselors. Table 1 also shows that the number of secondary school counselors responding were somewhat similar among rural and urban locations within Virginia.

Virginia's secondary school counselors varied when looking at years experience as a secondary school counselor. The largest portion of counselors had between 11 and 20 years of experience as secondary school counselors. The range with the smallest percentage was those counselors with over 21 years experience as a counselor.

Thirty-one percent of the counselors had little or no teaching experience. Over 65% had three or more years of teaching experience in the classroom. Twenty-six percent of the counselors responding were very experienced teachers with 11 or more years experience in the classroom.

Sixty percent of the counselors had three or less years of work experience outside of education. This leaves only 40% who have obtained more than three years of work experience outside of education. Not only were counselors asked about years experience in the field and outside of education, but they were also asked to report in which area or areas were they licensed to teach. The largest percent of the counselors had their license to teach academic subjects (78.9%). Table 2 shows that 13.1%, the smallest percent, of the counselors had a vocational background. There were only a few, less than 10%, of counselors who were actually licensed or

had taught in both an academic area as well as a vocational area. Almost five percent (4.6%) were not licensed to teach in any subject area.

Research Question #1: What are Virginia's high school counselors' attitudes toward the marketing education program?

The nominal group research technique (NGT) was used with a panel of experts and produced a prioritized list of attitudinal statements about the Marketing Education Program. From the use of the NGT, the use of a multi-attribute model when determining attitudes, and through a thorough literature review, 60 statements were created and incorporated into the attitude portion of the final survey instrument. Virginia's Secondary School Counselors were asked to indicate their beliefs toward the statements on a Likert-type scale. Ninety three percent of the counselors agreed that Marketing Education courses and activities help students in the future and are valuable assets to them. This statement was ranked according to the highest mean. Three of the remaining nine items related to specific skills the students could learn from the marketing education program. Most counselors agreed (83%) that there is a definite need for marketing education in all schools. the marketing education program. Most counselors agreed (83%) that there is a definite need for marketing education in all schools.

The item the lowest mean with over 90% (92.7%) of the counselors selecting these choice was: I am reluctant to counsel students into marketing careers. Several of the other statements with the lowest means chosen by the secondary school counselors, which indicates that they disagree with the attitudinal statement, dealt with low socio-economic backgrounds of the students or the non-college bound student population.

Table 3 looks at the overall attitude Virginia's secondary school counselors have toward marketing education. Based on the scale mentioned earlier the frequencies were calculated by using the means which fell into a range based on the scale. Percentages were then calculated by dividing total *n* (275) into the number of counselors that fell into each range.

In order to determine if counselors have a more positive attitude in a particular area of the marketing education, items were grouped into areas. The grouping was to determine if attitudes were different in a particular area based on the multi-attribute model theory, by examining the attitude means, frequencies and percentages. Those areas fro attitudes were academic development, social intelligence, DECA, co-op, career development, career education. and program image. Over 65% (68%) have a slightly positive attitude toward the academic development activities and area of the Marketing Education Program. The remaining counselors are more undecided and lend toward a neutral or a negative attitude of the academic development of the Marketing Education Program.

Fifty-five percent of the counselors have a slightly positive or positive attitude about the social intelligence activities that are taught or are a part of the marketing education program. Only 2% have a slightly negative attitude about the social intelligence or development that takes place in the Marketing Education Program.

Seventy-seven percent of the counselors' believe that DECA is a positive component of the Marketing Education Program. Less than 30% of the counselors are undecided or lend more toward a negative attitude about the DECA component in Marketing Education. Fifty-eight

Table 1

Distribution of Counselors By Areas in Virginia

School Location	Frequency	Percent
RURAL	154	56
URBAN	121	44

Table 2

Counselors Licensed Subject Area (N=226)

Subject Area	Frequency	%
ACADEMIC	187	78.9
VOCATIONAL	31	13.1
BOTH	8	3.4
NO AREA	11	4.6

percent of the counselors believe co-op is a positive component of Marketing Education. Only 42% of the counselors are undecided about the role co-op plays in the program.

Another area of the Marketing Education Program that was examined in the study was the area of career development. Eighty eight percent of the counselors believe that the Marketing Education Program indeed helps their students develop a career plan. Only 10% were undecided and 2% leaned toward a negative attitude in this area.

Sixty-nine percent of the counselors tend toward having a positive attitude toward the career education area in the Marketing Education Program. Interesting is the fact that 57% of the counselors are undecided as what they think about the image Marketing Education projects. Only 39% of the counselors lend toward having a positive attitude about the image of the Marketing Education Program.

Research Question #2: What do Virginia's high school counselors know about the marketing education program?

The nominal research group technique, personal knowledge, and a thorough review of related literature were also used to develop true and false statements about marketing education. Fifty-six knowledge statements were developed and included in Section 3 of the instrument. There were 31 true statements and 25 false statements included on the instrument.

The five statements which were accurately indicated as true by a majority of the counselors dealt with: (1) the mission of marketing education in preparing competent workers; (2) marketing students earning credit for cooperative education part of the program; (3) marketing education students' image is reflective of the total school; (4) college bound students are allowed to take marketing education courses, and (5) marketing indeed being a people oriented field. On the other hand, there were four other true statements in which a clear majority missed or did not realize them to be true. Three of the four indicated that secondary school counselors do not know what the marketing education curriculum includes. The counselors did not know that Sports and Recreation, Travel and Tourism, and Finance and Credit were a part of the Virginia Marketing Education Curriculum. The other statement missed that was true was that marketing teachers are required to have occupational work experience in order to be a marketing teacher.

There were twelve false statements in which the majority of counselors either missed completely or did not know whether the statement was true or false. The statement with the largest percentage marked true when it is actually false dealt with the mission of marketing education--that marketing education's mission is to find students jobs. Another one of the twelve false statements with over 50% of the counselors missing deals with the notion that the marketing education program is basically a work release program. Two of the false statements correctly marked as false by 80% of the counselors related to whether fashion merchandising is being perceived as a marketing education course and as well as marketing education being perceived as offering courses for lower academic level students.

Table 3

Counselors Overall Attitude Toward Marketing Education Based on Grouping of Means (n=275)

	Range of Attitude Means	Frequency	%
Positive	4.5 - 5.00	32	12
Slightly Positive	3.5 - 4.49	151	59
Undecided	2.5 - 3.49	70	25
Slightly Negative	1.5 - 2.49	11	4
Negative	1.0 - 1.49	1	0

Note: See Appendix S for complete list of individual attitude and knowledge scores.

(Based on scale from 1 to 5 with 5 being Strongly Agree)

Table 5 examines counselors' attitudes based on their knowledge score calculated by summing up all of their coreect responses. Out of the 275 counselors responding, none were extremely knowledgeable of the marketing education program. A majority of the counselors indicated that they were below average in their knowledge of Virginia's marketing education programs--approximately 56%. Only 17% of the participants were actually knowledgeable about marketing education, while the largest number of counselors seem to know very little about the marketing education program.

Based on the multi-attribute model theory, all knowledge items were grouped together as they were in the attitude section of the study. However, there were six areas that came out of the knowledge section compared to seven in the attitude section of the survey instrument. This breakdown of areas allow the researcher to take a closer look at what the counselors know about specific areas of the Marketing Education Program. The grouped areas of the all the knowledge items on the survey are: academic development, purpose and mission, teacher expectations, DECA component, co-op component, and the curriculum area of the Marketing Education Program.

Forty-three percent of the counselors scored above 80% on those particular items relating to academic development. Overall 78% of the counselors scored above 70% on the knowledge items relating to academic development. Twenty-two percent were not very knowledgeable of any academic development that takes place in the Marketing Education Program.

Fifty-one percent of the counselors scored above 70% when responding to those questions pertaining to the purpose and mission of marketing Education. On the other hand, 49% of the counselors scored below 70% on the test, indicating that they are not all that knowledgeable about the purpose an mission of Marketing Education.

Thirty percent of the counselors scored below 40% when responding to statements about the expectations of the marketing teacher. Twenty-one percent of the counselors knew over 80% of the information pertaining to the expectations of the marketing teacher.

One of the major component of the Marketing Education Program is the DECA, the vocational student organization. Only 40% of the counselors scored above 70% on those statements related to DECA. Sixty percent of the counselors scored below 70% on those same statements. Thirty percent of the counselors knew about half of the information pertaining to the DECA area of the Marketing Education Program.

Forty-six percent of the counselors answered between 70 and 80% of the items correctly examining the co-op area of the marketing education program. Fifty-four percent of the counselors answered above 70% of the statements correctly. On the other hand, 46% of the counselors answered below 70% of the statements correctly.

Forty percent of the counselors knew less than 40% of the information related to the marketing education curriculum. Only 28% of the counselors knew more than 60% of the information in the statements dealing with the curriculum of the Marketing Education Program.

Table 5

Counselors Knowledge of Marketing Education Based on Knowledge Scores

	Range of Knowledge Score	Frequency	%
Over 80%	46 - 56	0	0
70 - 80%	40 - 45	45	17
60 - 70%	35 - 39	80	27
50 - 60%	30 - 34	75	29
40 - 50%	29 - 20	58	21
Below 40%	19 or below	17	6
		N=275	100%

Note: See Appendix S for list of individual knowledge scores.

(Based on Maximum score of 56)

Research Question #3: What is the relationship between selected demographic characteristics--years experience as a school counselor, years teaching experience, years work experience outside of education, area licensed to teach, and school site location-- and the perceptions counselors have toward the marketing education program in Virginia?

In section one of the survey instrument selected demographic information about Virginia's Secondary School Counselors who participated in the study was obtained. The demographic variables were classified as either interval variables or categorical variables. The interval variables were: years of experience as a counselor, years of experience as a classroom teacher, and years of work experience outside of education. Pearson r coefficients were used to determine the relationship between the selected interval demographic variables and the attitude and knowledge scores calculated from Virginia's Secondary School Counselors' responses. Table 6 presents the Pearson r coefficients for each of the selected demographic interval variables. The results indicated that no relationships exist between the selected demographic interval variables and the counselors' attitudes toward or knowledge of marketing education in Virginia.

The other selected demographic variables were categorical location of school (urban or rural), school site (region within the state), and licensed subject area of the counselors when teaching in the classroom. Table 7 presents information concerning one categorical variable, location of school (urban or rural), as it pertains to counselors' attitudes toward marketing education and Virginia's secondary school counselors' knowledge of Virginia's marketing education program.

The findings indicate that it did not matter whether their schools were located in an urban or rural settings when comparing their attitudes toward marketing education and their knowledge of Virginia's marketing education program. Thus, the location of the counselors did not affect their attitudes toward or knowledge of Virginia's marketing education program.

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Table 6

Pearson (r) Coefficients for all Interval Demographic Variables

	Yrs. Experience as Counselor		Yrs. Experience as Classroom Teacher		Yrs. Experience Outside of Education	
	n	r	*n*	r	*n*	r
Attitude	256	0.067	251	0.029	226	0.003
Knowledge	253	0.112	248	-0.056	224	-0.127

Note: *n*'s vary due to missing data

Table 7

Means and Standard Deviations of Rural versus Urban Counselors

	N	Attitude Mean Score	Attitude SD	Knowledge Mean Score	Knowledge SD
URBAN	121	216.15	18.33	32.77	7.30
RURAL	154	219.04	24.37	33.11	7.10

The findings indicate that it did not matter whether their schools were located in an urban or rural settings when comparing their attitudes toward marketing education and their knowledge of Virginia's marketing education program. Thus, the location of the counselors did not affect their attitudes toward or knowledge of Virginia's marketing education program.

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SUMMARY OF FINDINGS

An examination of the analyses of the data produced the following findings:

1. The researcher found that counselors believe that marketing education courses and activities serve as valuable assets in preparing students for their future.
2. Ninety three percent of the counselors agreed that specific skills learned by students enrolled in the marketing education program were very valuable.
3. Eighty three percent of the counselors agreed that there is a definite need for marketing education in all schools.
4. The researcher determined that most of the counselors leaned toward having a positive attitude toward marketing education.
5. The researcher determined that Virginia's secondary school counselors have a slightly more positive attitude toward the areas of academic development, social intelligence, DECA, co-op component, career development, and career education in the marketing education program.
6. Virginia's secondary school counselors lean toward being neutral when examining their attitudes toward the image of the marketing education program.
7. No relationship existed between counselors' licensed subject area (academic or vocational) and their attitudes toward or knowledge of Virginia's Marketing Education Programs.
8. No relationship exist between the number of years of counseling experience and the counselors' attitudes toward or their knowledge of Virginia's Marketing Education Program.
9. The researcher determined that Virginia's secondary school counselors are not knowledgeable about the marketing education program when it relates to the curriculum area, teacher expectations of the marketing teacher, and the DECA component of the marketing education program.

10. The researcher determined that counselors were knowledgeable about marketing education in the areas of the co-op component of marketing, academic development, and the purpose and mission of the marketing education program.

11. The researcher found that there were no statistical relationships between selected demographic variables and Virginia's Secondary School Counselors' attitudes toward and knowledge of Virginia's Marketing Education Program.

12. A third of the counselors did not know that marketing teachers have to have prior work experience in the field before they can become a marketing teacher.

Conclusions

Based on the findings, the following conclusions can be made about this population:

1. Virginia's secondary school counselors' believe that the marketing education program is of importance and of value for high school students.

2. Virginia's secondary school counselors realize that specific skills are learned in the marketing education program and do help students become more employable.

3. Counselors' believe the marketing education program serves a purpose in reaching some of the students in today's schools.

4. Contrary to what may be believed by marketing teachers, Virginia's secondary school counselors overall have a positive attitude toward the marketing education program.

5. Counselors' think positively toward the marketing education in all areas except the area of program image. They are not really sure of what the image is of marketing education..

6. It does not matter in which area a counselor may be licensed, their attitudes toward and knowledge of the Virginia's Marketing Education Programs are not related.

7. It really does not matter whether a counselors has more years of counseling experience, or more years of outside work experience, how long they have been counseling, or whether they work in an urban or rural school, there are no statistical relationships between these demographics and counselors' attitudes toward and knowledge of Virginia's Marketing Education Program .

8. Virginia's secondary school counselors know about the marketing education program when referring to the purpose of the program, academic development activities that take place in the program, and the importance of the cooperative education component of the marketing program.

9. Counselors are not all that knowledgeable when referring to the curriculum offered in the marketing education program, the role and understanding of the DECA component in the program, and what the teacher expectations or qualifications are for a marketing education teacher.

10. Counselors are not reluctant to counsel students into marketing education as some marketing educators might believe.

11. Findings indicate that counselors with more years experience in counseling tend to be more knowledgeable about marketing education, yet they seem to have a less favorable overall attitude toward the marketing education program.

Recommendations

The following recommendations are suggested based on the findings and conclusions of this study:

1. The Virginia marketing teacher should design a complete promotional plan aimed at reaching each of the counselors in their schools. This promotional plan directed at Virginia's secondary school counselors should emphasize the possible and current course offerings available for each individual marketing education program.

2. The Virginia marketing teacher should provide current information to counselors on careers in marketing and requirements needed to enter and advance in that field. Teachers should indicate possible future careers and education options available to students enrolled in the marketing education program. For example, if a college degree is required or additional training at a post-secondary institution is required then let the counselors know what is needed for this career.

3. Based on the findings, Virginia's secondary school counselors already have a positive attitude toward the marketing education program. Therefore, the promotional plan should include a campaign to continuously provide information of activities, accomplishments, rewards, etc. of the marketing education program.

4. At least twice a year, the Virginia marketing teacher should meet with the school counselors and discuss program goals and successes. Emphasis should be placed on the requirements students need in the classroom and for future career paths of the students.

5. The Virginia marketing teacher needs to inform and demonstrate to the counselors the overall flexibility of the cooperative education component in the program.

6. The Virginia marketing teacher needs to do a better job of making sure counselors make the distinction between the program curriculum and the vocational student organization and its purpose.

7. Virginia's marketing teachers need to keep counselors informed about the importance and necessity of the cooperative education component in their marketing education program.

8. Virginia's marketing teachers need to involve counselors in DECA activities, competitive events, professional events, and classroom projects so that counselors can experience the importance of the co-curricular organization first hand.

9. The Virginia marketing teacher needs to provide the counselors with curriculum changes, outcomes, purposes of the program, and the mission of the program so that they can make a distinction between marketing education and business education.

10. The Virginia marketing teacher as well as the counselor needs to understand and discuss an articulation agreement with community colleges and the universities and come to the understanding that Tech Prep programs are possible and can be developed if both work together as a team.

11. The marketing teacher needs to get involved in Tech Prep and make sure the program is included and get the counselors involved in the planning and implementation of the tech prep program.

12. Virginia's marketing teachers should make the counselors aware of adult classes they are teaching and use the counselors as resources whenever possible to keep them informed.

Suggestions for Future Research

1. This study with a little modification of the instrument should be used in other vocational and technical education service areas to determine secondary school counselors perceptions toward these programs.

2. The present survey should be modified to be used in a state, regional, or national study to compare differences that exist between counselors perceptions from one area to another in marketing education.

3. Research should be undertaken to find out what promotional strategies and promotional aids are already being used and whether they are being used effectively.

4. Findings of the study should be compared to studies looking at perceptions other school officials have toward marketing education to see if differences exist. Counselors may not be the problem. Other school officials have influence over students as well. The comparisons would help determine which audience needs to be targeted for future promotional campaigns.

5. More research should be conducted to find out perceptions employers and parents have toward marketing education.

6. Additional research should be conducted to find out how much influence counselors have on students' decisions to enroll in a particular program over another on the secondary level.

7. Research should be conducted to determine what the most effective method of promotion should be used for promoting marketing education to each audience.

8. Follow-up studies should be conducted to assess the outcomes implemented promotional plans have had on the enrollments of the marketing education program.

9. Research should be conducted to determine college bound student's attitudes toward and knowledge of the marketing education program.

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ACADEMIC ACHIEVEMENT OF 1993 VOCATIONAL GRADUATES IN FLORIDA

Mary J. Thompson, D. Ed.

Tech Prep Coordinator

Volusia - Flagler Tech Prep Consortium

Volusia County Schools

P.O. Box 2410

Daytona Beach, FL 32115

(904) 255-6475 ex. 2265

Refereed

RUNNING HEAD: Academic Achievement

ACADEMIC ACHIEVEMENT OF 1993 VOCATIONAL GRADUATES IN FLORIDA

Abstract

Four Florida high schools have completed a six-year effort to improve the academic skills of vocational graduates. As part of the Southern Regional Education Board's *High Schools That Work* project, 28 high schools in 13 states have changed instructional and administrative practices to focus on the importance of academic preparation for vocational graduates.

As part of a comprehensive evaluation plan, *High Schools That Work* sites administered the reading, mathematics, and science subtests of the National Assessment of Educational Progress to vocational graduates during three distinct periods. This report shares the results for the four Florida high school sites, providing details about the academic success and achievement of vocational graduates.

ACADEMIC ACHIEVEMENT OF 1993 VOCATIONAL GRADUATES IN FLORIDA

Background

In 1986, 13 states formed the Southern Regional Education Board Vocational Consortium: Alabama, Arkansas, Florida, Georgia, Kentucky, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, and West Virginia. Twenty-eight high school sites were designed pilots, with four Florida high schools volunteering as pilot sites. The 28 sites agreed to several strategies to improve the academic skills of vocational graduates, including adopting several evaluation measures.

The National Assessment for Educational Progress (NAEP) was administered three times to Florida SREB sites in 1988 (to collect baseline data), 1990, and 1993. The assessment was designed to measure the progress of vocational completers in reading, mathematics, and science to reduce the achievement gap between vocational and college preparatory graduates. The 1993 assessment concludes the six-year commitment of the 28 original pilot sites to reaching this goal.

As SREB begins its second five-year "journey" toward changing the way high schools operate, a network of more than 300 schools will adopt the SREB Key Practices and formally join the *High Schools That Work* consortium. The selection of Florida pilot sites is voluntary, with commitment from school administration and faculty and support from district administration. From the original four Florida pilot sites, two will continue and fourteen high schools are volunteering to join the *High Schools That Work* project.

Procedures

Subjects

For the 1993 NAEP assessment, 297 vocational completers who graduated in June 1993 from the four Florida pilot sites were administered the reading, math, and science subtests of the National Assessment of Educational Progress (NAEP). To assure anonymity, the high schools are listed in this report as High School A, B, C, or D. Mean scores are reported for each site to denote change over the three administrations of the NAEP.

The NAEP is administered by the Educational Testing Service and for national comparison reasons, ETS requires samples be limited to no more than 100 subjects. Three of the original pilot sites administered NAEP to the entire group of vocational completers and remained within this subject size. High School C's vocational completers' population exceeded 250, and a random sample of the population was chosen for NAEP administration. Tables 1 and 2 provide demographic information about the Florida students who were administered the National Assessment of Educational Progress in spring 1993. The 1993 graduates represent several vocational education programs, and information about the samples in the four Florida high schools is shown in Table 3.

Table 1
Number of Vocational Completers Tested at Florida SREB Sites
in the 1993 NAEP Assessment

SITE	SUBJECTS
High School A	77
High School B	81
High School C	67
High School D	72
TOTAL	**297**

Table 2
Demographic Information for 1993 NAEP Assessment

SITE	Total	F	M	Afric. Amer.	Latino Hisp	White	Other
High School A	77	61	16	24	2	49	2
High School B	81	44	37	5	3	72	1
High School C	67	38	29	5	23	38	1
High School D	72	50	22	14	3	54	1
GRAND TOTAL	297	193	104	48	31	213	5

Table 3
Vocational Program Areas of 1993 Vocational Completers

PROGRAM AREAS	High School A (n = 77)	High School B (n = 81)	High School C (n = 67)	High School D (n = 72)
AGRICULTURE	0	20	4	5
BUSINESS	41	36	13	25
HEALTH	1	2	19	13
HOME ECONOMICS	4	5	6	12
MARKETING	24	7	13	8
TECHNICAL	0	2	8	1
INDUSTRIAL	2	4	4	3
NO PROGRAM LISTED	5	5	0	5

RESULTS

Educational Achievement

A major goal of the SREB *High Schools That Work* Consortium was to redesign the traditional high school so the basic academic competencies of vocational completers would improve. SREB high schools use the National Assessment of Educational Progress (NAEP) examination to measure the reading, mathematics, and science achievement of students who had completed vocational education programs. Raw data were not made available to sites by the NAEP contractor, the Educational Testing Service (ETS). Mean scores for vocational completers, indicated by site, are provided in Table 4. For the reading subtest, one point change from one testing period to the next indicates a significant difference. For the math and science subtests, a four-point change indicates a significant difference.

Table 4
1993 Vocational Completers' NAEP Results

SUBTEST	SREB GOAL	High School A	High School B	High School C	High School D
READING	55.5	56.3	51.9	54.4	56.0
MATH	301.0	302.1	288.9	301.3	292.6
SCIENCE	280.7	266.5	255.3	276.3	266.2

Tables 5 through 8 highlight the NAEP results over the five-year commitment for the Florida pilot sites. The NAEP was administered in 1988 (baseline data), 1990, and 1993.

Table 5

High School A Vocational Completers' Cumulative NAEP Results

SUBTEST	1988	1990	1993	SREB GOAL
READING	58.5	57.1*	56.3	55.5
MATH	320.7	306.2*	302.1*	301.0
SCIENCE	294.0	287.4*	266.5*	280.7

*Indicates significance at the .05 confidence level

Table 6

High School B Vocational Completers' Cumulative NAEP Results

SUBTEST	1988	1990	1993	SREB GOAL
READING	50.7	55.0*	51.9*	55.5
MATH	294.1	297.5	288.9*	301.0
SCIENCE	264.3	267.0	255.3*	280.7

*Indicates significance at the .05 confidence level

Table 7

High School C Vocational Completers' Cumulative NAEP Results

SUBTEST	1988	1990	1993	SREB GOAL
READING	54.0	49.9*	54.4*	55.5
MATH	304.1	291.6*	301.3*	301.0
SCIENCE	273.7	255.7*	276.3*	280.7

*Indicates significance at the .05 confidence level

Table 8

High School D Vocational Completers' Cumulative NAEP Results

SUBTEST	1988	1990	1993	SREB GOAL
READING	N/A	54.1	56.0*	55.5
MATH	N/A	295.6	292.6	301.0
SCIENCE	N/A	270.9	266.2*	280.7

*Indicates significance at the .05 confidence level

NAEP Results for Vocational Program Areas

Tables 9 through 11 display results in Reading, Mathematics, and Science for vocational completers at the original pilot sites categorized by vocational program area.

Table 9

Reading Subtest Results by Vocational Program Area
SREB READING GOAL 55.5
(shaded cells indicate SREB goal achieved)

PROGRAM AREA	High School A		High School B		High School C		High School D	
	%	MEAN SCORE	%	MEAN SCORE	%	MEAN SCORE	%	MEAN SCORE
AGRICULTURE	--	---	25	41.6	6	51	7	54.5
BUSINESS	53	55.8	44	57.7	19	53	35	54.1
HEALTH	1	50.4	3	45.0	28	56	18	62.8
HOME ECONOMICS	5	52.3	6	56.8	9	57	17	59.2
MARKETING	31	58.7	9	48.7	19	53	11	54.8
TECHNICAL	0	---	3	47.3	12	53	1	57.4
INDUSTRIAL	3	54.7	5	48.8	6	58	4	43.8
NOT LISTED	7	54.6	6	58.3	0	--	7	51.0

*Indicates significance at the .05 confidence level

Table 10

1993 Mathematics Subtest Results by Vocational Program Area
SREB MATHEMATICS GOAL 301.0
(shaded cells indicate SREB goal achieved)

PROGRAM AREA	High School A		High School B		High School C		High School D	
	%	MEAN SCORE	%	MEAN SCORE	%	MEAN SCORE	%	MEAN SCORE
AGRICULTURE	0	---	25	275.8	6	303.7	7	291.8
BUSINESS	53	306.2	44	295.3	19	292.0	35	288.2
HEALTH	1	293.5	3	294.8	28	313.4	18	305.1
HOME ECONOMICS	5	290.4	6	296.3	9	299.3	17	294.2
MARKETING	31	296.2	9	272.9	19	291.8	11	296.3
TECHNICAL	0	---	3	249.2	12	312.5	1	280.9
INDUSTRIAL	3	310.0	5	303.6	6	282.4	4	272.7
NOT LISTED	7	305.7	6	312.2	0	--	7	287.1

Table 11

Science Subtest Results by Vocational Program Area
SREB SCIENCE GOAL 280.7
(shaded cells indicate SREB goal achieved)

PROGRAM AREA	High School A		High School B		High School C		High School D	
	%	MEAN SCORE	%	MEAN SCORE	%	MEAN SCORE	%	MEAN SCORE
AGRICULTURE	0	---	25	235.3	6	**288.1**	7	272.6
BUSINESS	53	268.6	44	270.4	19	256.5	35	259.3
HEALTH	1	244.8	3	208.7	28	**300.9**	18	**290.6**
HOME ECONOMICS	5	231.6	6	279.6	9	263.4	17	261.1
MARKETING	31	265.3	9	220.3	19	264.3	11	272.6
TECHNICAL	0	---	3	210.7	12	**300.9**	1	**283.9**
INDUSTRIAL	3	246.9	5	245.4	6	221.3	4	243.4
NOT LISTED	7	295.3	6	296.3	0	--	7	243.4

High School Course Enrollment of Vocational Completers

Analyzing the course enrollment patterns of vocational completers can illuminate the level of difficulty of academic courses: encouraging students to enroll in higher level academic courses, a major SREB/HSTW goal. To be classified as an upper level English course, the courses must be in regular or advanced English, Applied Communication, Speech/Debate, or Writing/Composition. Upper level mathematics courses are Algebra I or Applied Mathematics, Geometry, Algebra II, Statistics, Trig/Algebra III, Pre-Calculus, and Calculus. Two or more of the 3 credits in science must be in non-basic subjects such as Biology, Anatomy/ Physiology, Chemistry, Physics, honors or advanced, Applied Science, and specialized science such as Zoology or Oceanography are considered upper level science courses.

The enrollment patterns for vocational completers were reported by SREB in a variety of formats. In the following table, the totals will sum to more than 100% because students were asked to indicate all science or math courses completed. Regarding English course enrollment, students were asked "In what English course are you currently enrolled?" Thus, for English

course enrollment, no analysis about previous course experience or previous level of attainment is available. Tables 12 through 14 provide information regarding student enrollment in English, Mathematics, and Science courses.

Table 12
English Course Enrollment for 1993 Vocational Completers

	High School A		High School B		High School C		High School D	
	n	%	n	%	n	%	n	%
UPPER ENGLISH	62	80	63	77	30	45	36	50
LOWER ENGLISH	15	20	18	23	37	55	36	50

Table 13

Percentage of 1993 Vocational Completers Reporting Grade 9-12 Enrollment in Mathematics Courses

	High School A	High School B	High School C	High School D
Lower Level				
Consumer, General, or Business Math	38	61	57	41
Pre-Algebra	73	83	61	65
Upper Level				
Applied Math I	22	30	8	25
Applied Math II	17	9	3	18
Algebra I-A and I-B (2 years)	47	42	51	40
College Prep Algebra	75	48	64	60
Geometry	84	52	76	67
Algebra II	56	42	60	47

Statistics	3	3	3	3
Trig or Alg III	30	13	29	27
Pre-Calculus or Calculus	4	8	8	9

Table 14

Percentage of 1993 Vocational Completers Reporting Grade 9-12 Enrollment in Science Courses

	High School A	High School B	High School C	High School D
Lower Level				
General Science	44	62	60	29
General Earth Science	80	73	61	71
General Biology	78	67	72	63
General Life Science	25	51	33	13
General Phy. Science	63	68	68	40
Upper Level				
College Prep Phy. Science	21	25	35	11
College Prep Biology	21	28	32	35
BioTech	14	9	5	7
Chemistry	57	43	66	61
Physics	25	15	24	34
Principles of Technology I	4	16	2	6
Principles of Technology II	1	1	0	0

Vocational Program Area

Students in different vocational programs met or exceeded the SREB mean scores on the reading, mathematics, or science subtest with mixed results. For each school, the vocational program areas are shown in Table 15 that met or exceeded the goals.

Table 15

Vocational Program Areas Meeting the SREB Goal

NAEP Subtest	High School A	High School B	High School C	High School D
Reading	Business Marketing	Business Home Economics	Health Home Economics Industrial	Health Home Economics Technical
Mathematics	Business Industrial	Industrial	Agriculture Health Technical	Health
Science			Agriculture Health Technical	Health Technical

Discussion

Achievement

At the beginning of the project to improve the educational achievement of vocational graduates, SREB chose three median measures for reading, mathematics, and science subtest scores. The overall goal was to reduce the gap between vocational completers and college preparatory students' scores by one-third. A target score of 55.5 was selected for reading; 301.0 for mathematics; and 280.7 in science. The 28 pilot sites changed teaching methods, vocational and academic curricula, and raised expectations for their students over a six-year period from 1988 through 1993. Not all sites were able to attain this goal, with Florida sites experiencing mixed results.

A major emphasis of the NAEP evaluation was to measure the reading, mathematics, and science achievement of vocational completers (graduating seniors) during three distinct testing periods (1988; 1990; 1993). It was assumed that student population characteristics regarding gender, race, and ethnicity would not change drastically over the five year commitment, but in

fact, High Schools A and C experienced significant changes in student body demographics.

No scores are available for the first assessment period in 1988 for Apopka High School. Between 1990 and 1993, mean scores in reading significantly increased as well as exceeded the SREB target score. For math and science, scores significantly decreased from 1990 to 1993. Apopka faculty and administration have noted this change to address additional needs for further curriculum improvement.

High School B showed significant increases in reading and math scores as well as an increase in science scores from 1988 to 1990. Between 1990 and 1993, the trend was reversed, with decreases in all three areas. Administrative leadership at the school changed during summer 1992, and attention to the SREB key practices was dimmed. In addition, faculty assignments in applied academic courses changed, new academic faculty did not receive adequate preparation in content, and vocational teachers were not longer involved in academic and vocational integration activities. Vocational students were not encouraged to enroll in the applied academic courses and little emphasis was given to building rigorous, challenging programs of study in vocational majors.

High School C vocational completers represented the largest 1993 population among all four high schools. Approximately 250 vocational students were among the senior class of 1993; 67 completers were randomly selected as representative of this population, since the ETS contract required assessment of 100 students or less. Trends over the three assessment periods are mixed for High School C completers. For reading, the SREB goal was never achieved. Between 1988 and 1990, scores fell in all three subtests. Teacher and student preparation for the 1990 administration of the NAEP did not meet seriousness standards and the testing environment was less than ideal, as recommended by the Educational Testing Service. Faculty and administration examined the results and conducted appropriate preparation for the 1993 administration. Although 1993 scores improved significantly in all three areas, the overall trend showed little or no improvement over the 1988 baseline scores in reading and mathematics, but did significantly increase in science for vocational completers. In addition, the 1993 mean math score exceeded the SREB goal. Noting the original assumption that student demographics would change little over the 6 year period, in fact, 1988 and 1993 vocational graduates exhibited strong differences.

Mean scores for reading, mathematics, and science significantly exceeded the SREB targets for High School A vocational completers in 1988. Although scores decreased from 1988 to 1990 in all three subtests, the mean scores still significantly surpassed the SREB target scores. In 1993, reading and mathematics scores exceeded the SREB target, with science decreasing significantly. At this time, faculty and administration are seriously examining the 1993 results.

Vocational Program Area

Based on 1993 NAEP results for the four Florida SREB sites, more attention and further investigation of academic competencies in vocational programs may be necessary. Vocational program area sample sizes are small for the four high schools and may skew a the mean scores. NAEP results should be examined by individual faculty and administration to determine if compared with other sites or the SREB goal, the school and separate vocational program areas

need improvement.

Marketing Education graduates from only one school met the SREB mean score in Reading. Further investigation of transcripts from graduates as well as individual students abilities might mark areas for improving the marketing education curricula. Health Occupations completers from two high schools reached the SREB Reading, Mathematics, and Science goals. Home Economics completers in three high school met the SREB Reading goal, while Business completers reached this goal from two high schools. Industrial completers from two high schools exceeded the SREB Mathematics score, although it is not clear what programs are represented by the generic term "Industrial".

Science competence of vocational completers may need further investigation, since few schools met the SREB mean score. Overall, the samples may have been too small for cursory decision making. Perhaps more information available at school sites about the educational achievement of vocational completers would be useful for evaluating separate vocational program areas. It would be worthwhile for Program Supervisors and Teacher Educators to review all available information for educational achievement of completers representative of their programs. Staff development activities that focus on improving the rigor of reading, mathematics, and science competencies for vocational students might be further investigated. From January through June 1994, a Reading to Learn teleconference series originating from Old Dominion University allowed school districts to participate in this staff development activity. Nine schools or districts chose to participate, including several of the new High Schools That Work sites. Perhaps additional emphases on mathematics and science competencies for vocational students would improve their academic achievement.

Summary

The use of three subtests of the National Assessment of Educational Progress provides interesting information for charting changes, trends, and school success. The six year SREB journey in changing educational practices has been partially chronicled by the results of the National Assessment of Educational Progress. Results in Florida are mixed but do indicate a modest, positive increase in the Reading, Mathematics, and Science achievement of vocational completers. As sixteen high schools in Florida continue this journey to end the general track and add rigorous content and higher expectations for the achievement of vocational completers, the results of the original four pioneering high schools offer incentive for improvement, guidance, and the benefit of experience.

A Survey of Computer Usage by High School Marketing Education Teachers in South Carolina

G. Richard Clodfelter, Ed.D

Department of Retailing

College of Applied Professional Sciences

University of South Carolina

Columbia, SC 29208

803-777-7622

Reviewed Paper

A Survey of Computer Usage by High School Marketing Education Teachers in South Carolina

ABSTRACT

The purpose of this study was to collect information about the use of computers by high school marketing education teachers in South Carolina. The study also involved the collection of data about computer usage trends on the national level.

A questionnaire was developed and distributed to all high school marketing education teachers in South Carolina. Questionnaires were returned by 78.2% of those teachers. Their responses produced the data base for findings reported in this study.

All the respondents believed that computers could be incorporated more in the teaching of their classes. The primary reasons for not increasing computer usage were inadequate number of computers in the classroom, and no appropriate software for marketing subjects. Only 34.7% of the respondents reported that they incorporated computer usage in their instruction. A wide variety of computer software was being used across the state with little consistency reported. Administratively, computers were most often used for test preparation.

Overall, South Carolina high school marketing education teachers viewed computers in the classrooms positively. They felt that computers would have a positive impact on education while better preparing students for employment.

Introduction

The economy and the workplace are changing rapidly, and the pace of change is accelerating. Jobs themselves are changing in content and skill requirements. Researchers at the Hudson Institute concluded that the jobs of the future will demand much higher skill levels than the jobs of today. Analysis by Johnston and Packer (1987) reported people entering the American work force generally lack the mental training needed for most new jobs. They found that 41% of 1990s jobs will have the highest level of language, reasoning, and mathematical skill requirements compared with only 24% of 1980s jobs demanding that level of ability. Because of these technological advances, life will be characterized by rapid change, knowledge will become obsolete at a more rapid rate, and the world of work will require the abilities to manage massive amounts of information. Employees will need high-level thinking skills.

A report released jointly by the U.S. Department of Labor, U.S. Department of Education, and U.S. Department of Commerce concluded that the gap between what business needs and the qualifications of entry-level workers in technologically-oriented workplaces is widening. The competencies in which entry-level workers are generally deficient are in the areas of decision-making, adaptability, teamwork, initiative, and communication (Building a Quality Workforce, 1988).

To meet these challenges, futurists are calling for the implementation of active learning in our nation's schools. That is, learning is not seen as students sitting at a desk listening to a teacher lecture; students are doing things. Students will need to develop skills that will enable them to reason, question, and think abstractly (Benjamin, 1989).

Educators, however, may not be translating their understanding of business needs into what happens in the classroom. Too many educators are still uncomfortable with computers and their roles, and some are even resisting changes in the structure of their classes.

In the early 1980's, computer technology was just beginning to have impact in classrooms across the country. Computers were scarce. Administrators said they were "too expensive." Software packages to support day-to-day teaching were practically non-existent. Teacher in-service opportunities dealing with computer usage in the classroom were rare. Now, it's over ten years later. What changes have occurred, particularly in marketing education classrooms in South Carolina? Technological tools, such as computer simulations, are available for instructors in marketing education courses to use in improving students' skills in decision-making, adaptability, teamwork, initiative, and communication. Are South Carolina teachers using these tools?

Purpose of the Study

The purpose of this study was to collect information about the use of computers by high school marketing education teachers in South Carolina. The study also involved the collection of data about computer usage on the national level.

Specifically, the objectives of this study were as follows:

1) To examine how accessible computers are to high school marketing education teachers and students.

2) To describe attitudes and opinions of teachers about the use of computers in the classroom.

3) To compare attitudes and opinions of South Carolina marketing education teachers with opinions of teachers on the national level.

4) To identify computer software being used by marketing education teachers.

5) To determine reasons teachers give for not using computers more in their teaching.

6) To describe how teachers use computers for administrative purposes.

Background/Review of Literature

Effective use of technology is one key to a better instructional process. The technological revolution in education promises graduates who are more motivated, independent learners, and ready to function as creative, competitive 21st century workers and managers. One of the major strengths of the computer is that it can present the same information in many different ways. Computer technology captures students' interest and motivates them to perform. It also allows them to work at their own pace, to work cooperatively with other students, and to develop their creative thinking abilities.

Many teachers are looking to the future and support technology applications in classroom curriculum and management. In a nationwide survey conducted by The Wirthlin Group for IBM, teachers from across the country were interviewed about their attitudes and opinions in regard to computers usage in the learning process. It was reported that classroom teachers thought increased computer use had a positive impact on education overall, and more specifically, led to increased student motivation, basic skills literacy, reduced drop-out rates, and better college preparedness.

Specific findings of that survey included

* Four out of five teachers who used computers for instruction (82%) said computer use had increased their students' motivation to learn.
* According to 80% of those surveyed, computer use aided students' problem-solving ability.
* Even more teachers (87%) found that computer use boosted students' self confidence.
* And 86% thought that computers helped them unlock the creative potential of students.
* Overall, three out of four (75%) said that computers allowed them to spend more one-on-one time with students.
* Nearly three quarters (74%) reported that computer use in the classroom allowed them to be more creative in their instruction.
* Overall, 85% of the teachers interviewed thought computers used in the classroom had a positive impact on the quality of American education.
* Many teachers (68%) cited lack of resources (money, computers, software, space) as one of the greatest obstacles to the more effective use of computers.
* More than one-third (38%) identified inadequate training or lack of computer experience as a primary obstacle to their using computers more.
* Only 59% of the teachers thought computers were used effectively in American education.
* Only one in ten teachers thought that computers were a fad and that they distracted educators from the "basics."

* More than half (59%) agreed that most teachers who are using computers for instruction are inadequately trained for their use.
* Half the teachers (52%) thought their students were more computer literate than they were.
* 45% said that computer technology had not affected the difficulty of their jobs, but 9% said it had made their jobs harder.
* 77% agreed that computer use could lessen the need for grouping of students.
* 77% agreed that computers will never replace textbooks as instructional tools.

In another study, a survey of teachers across Michigan (Novak and Berger, 1991) found that 81% of them expected to see changes in technology-related experiences for students. Specifically, they expected

1) More integration of technology into existing courses.
2) Greater availability of technology for faculty and student use.
3) Revisions of existing courses.
4) Adding technology-specific courses.
5) Changing computer courses from electives into requirements.

Those instructors not expecting to see significant changes indicated it was due mostly to lack of funding.

A coalition of Texas school districts, known as the Texas Learning Technology Group, determined that teachers would be more effective if they used technology to act less as presenters of information and more as managers of learning environments. They developed the 9th Grade Physical Science Project, which used sophisticated interactive video technology (computers connected to videodisc players) to present about 60% of the material formerly

presented by teachers. The bottom line was that in many of the schools, less than 5% of science students failed, as opposed to 50% previously.

The results of one other study showed the importance of training for teachers. In-service computer training programs in Pennsylvania (Barnhart, 1992) resulted in a 20% average gain in knowledge about computers, software, and classroom applications, plus more positive attitudes toward computers were generated. Over 40% of the participants indicated that they would not have become involved with computers if they had not participated in in-service training.

Methods and Procedures

To obtain the necessary data, a questionnaire was designed based on the national survey conducted by the Wirthlin Group. The population for the study consisted of all high school marketing education teachers in South Carolina. The 1992-93 Directory of Marketing Education Teachers in SC was used to identify the teachers. A copy of the questionnaire was mailed to all 87 marketing education teachers in the state. Each teacher was sent a cover letter, questionnaire, and postage-paid return envelope.

Completed questionnaires were returned by 68 teachers, which represented a 78.2% return rate. Cross tabulations or mean scores were calculated for the responses and are presented in this report.

Findings

The major findings reported here were determined by analyzing the responses from the completed questionnaires. A summary of these findings follows.

Almost 40% of the high school marketing education teachers in South Carolina had only one computer, and nearly one-fifth of them did not have a computer in their office or classroom.

Table 1
Number of Computers in Classroom/Office

Number of Computers	% of Total
0	18.7%
1	39.6%
2-5	33.3%
6-10	2.1%
Over 10	6.3%

Over half of the respondents taught in schools where they had access to a computer lab.

Table 2
Assess to A Computer Lab

Response	% of Total
Yes	55.1%
No	44.9%

All the respondents believed that computers could be incorporated more in the teaching of their classes. The primary reasons listed for not increasing computer usage were

1) Inadequate number of computers in the classroom.

2) No appropriate software for marketing subjects.

Inadequate funding was also listed by several respondents.

Table 3
Reasons Given for Not Increasing Computer Usage in Teaching

Response	Percent
No Computers in Classroom	30.6%
Inadequate Number of Computers in Classroom	49.0%
Inadequate Training to Use Computers	22.4%
Inability to Schedule Computer Lab	22.4%
No Computer Lab at School	14.3%
No Appropriate Software for Marketing Subjects	36.7%
Other Reasons	16.3%

Note: Multiple Responses Allowed.

Over a third (34.7%) of the respondents reported they incorporated computer usage in their instruction. A wide variety of computer software was listed with little consistency reported. Most frequently used software included:

1) DECA Competitive Events Exams (9)
2) Print Shop (5)
3) Jeans Factory (5)
4) Gadgetronics (3)
5) Microsoft Works (2)
6) Donut Franchise (2)
7) Enterprise Sandwich Shop (2)
8) Starting a New Business (2)
9) Marketing Peanut Butter (2)
10) Hot Dog Stand (2)

For administrative purposes, 57% of the teachers reported they used computers to construct tests, but almost all of them were using word processing programs rather than test-generation programs. Only a third of the teachers were using computers to maintain student grades.

Table 4
Computer Usage for Administrative Purposes

Purpose	% of Total
Constructing Tests	57.1%
Maintaining Student Grades	32.7%
Designing Training Plans	18.4%

Overall, South Carolina high school marketing education teachers viewed computers in the classroom positively. They felt computers would have a positive impact on education while better preparing students for employment and college. They also felt that computer usage in the classroom would increase student motivation and help develop students' basic skills.

They were less positive that computers would make teaching less difficult or would lessen the need for grouping of students. Most believed that computers would <u>not</u> replace textbooks as instructional tools.

Table 5
Perceptions About the Use of Computers in the Classroom

Perception	Mean
The use of computers in the classroom will...	
have a positive impact on education	3.78
better prepare students for employment	3.71
better prepare students for college	3.69
increase student motivation	3.59
help develop students' basic skills	3.45
make teaching less difficult	3.14
lessen the need for grouping students	2.92
replace textbooks as instructional tools	2.18

<u>Scale</u>: 4 = Strongly Agree, 1 = Strongly Disagree

Demographic information was also collected from the respondents to ensure that they represented a cross-section of teachers in the state. Respondents equally represented comprehensive high schools and career centers, as well as being from all four educational districts in the state.

Table 6
Description of School

Type of School	Percent
Comprehensive High School	51.0%
Career Center	49.0%

Table 7
Educational District

District	Percent
One	24.5%
Two	26.5%
Three	28.5%
Four	20.5%

Respondents also reported the years they had taught marketing education and the hours of computer training in which they had participated during the last three years.

Table 8
Years Teaching Marketing Education

Number of Years	Percent
1-3	28.6%
4-6	16.3%
7-10	14.3%
11-15	24.5%
16-20	12.2%
Over 20	4.1%

Table 9
Hours of Computer Training in Last Three Years

Hours of Training	Percent
None	40.8%
1-10	44.9%
11-20	4.1%
21-30	4.1%
31-40	0.0%
Over 40	6.1%

Discussion and Implications

Technology has caused the workplace to change tremendously. New jobs are growing more complex, and business leaders say that high school graduates often lack the skills needed to become and stay employed. New jobs will require more sophisticated skills than present jobs. Society is placing greater emphasis on the use of computers and related technologies. Teachers, in turn, must strive to integrate these high-tech tools into the process of teaching and learning. Business and marketing education is in a race to catch

up with what already has happened in the business world. There should not be a course in the marketing education curriculum where a computer cannot be used. Technology must be integrated into all our classrooms.

In most school districts across the country, we have seen only the beginnings of an implementation of technology. No educational program will be able to operate successfully without implementing technology which will become the driving force in the delivery process of education.

In addition, technology of the overwhelming majority of American classrooms is stuck in the Middle Ages of Technology; classroom technology is falling behind the technology of the real world at an accelerating pace. While the rest of America put some 45 million personal computers into use during the last 10 years, U.S. schools acquired a mere $2 billion worth of PCs to provide an average of one PC for every 20 students. However, at least half these school computers are obsolete. According to Talmis, a market-research firm, the typical school in 1990-91 spent just $35 per student--less than 1% of its budget--on all information-age technology (Mecklenburger, 1990). Not all schools, however, can afford all the technology that can enrich the learning experiences of students. It all goes back to dollars.

Some teachers complain that computers don't work in teaching, or that good software is not available, or that computer products cost too much. But over 20 years of research shows that computer-based instruction produces more learning in less time and at less cost (Perelman, 1990).

In-service training is critical to getting teachers involved and committed to the use of technology in the classroom. Many educators are still uncomfortable with computers and their roles. Many teachers have had few opportunities to keep up with the rapid advances in technology. In many instances, students know more about computers than their teachers. Many

teachers in classrooms today completed their college education before technology was linked to the processes of teaching and learning. If educational systems do not put emphasis on strong teacher training to implement technology in the classroom, it will not happen.

New teachers must also begin their careers with the ability to use technology. In too many instances, teacher education programs are not providing models for integrating technology into the curriculum. Use of computers must be integrated so that they are not viewed simply as a separate course.

Teachers must realize that computers will do more than allow them to do the same old things in new ways. Technology provides the vehicle and the format for doing entirely new things. One of the biggest problems has been that most educational software has been merely a book on a computer. The conceptualization of using technology in education needs to change.

Teachers must reach the point of making the use of technology a priority; however, most educators simply do not use much technology. While it has tremendous potential, technology has yet to be integrated into education in a significant way. Students and teachers spend little more than an hour or so a week using computers. Either they do not care to or are not required to. Or, their classrooms are not equipped with technology, or they lack the proper training. Consequently, and unfortunately, neither do their students who must compete in an increasingly technologically-intensive workplace.

Recommendations

The following recommendations are offered by the investigator:

1) Every marketing education teacher should have at least one computer in their office/classroom.

2) A list of appropriate computer software for each marketing education course should be developed and distributed with all curriculum materials for that course. Initial emphasis should be placed on simulations and computer activities that can be implemented with only one computer in the classroom.

3) Teacher in-service training should be provided at both the state and district level for marketing education teachers for software which has been identified.

4) All marketing education teachers should expand the use of computers in their classrooms.

5) Marketing education teachers should actively apply for state grants to fund additional computer hardware and software purchases.

6) More computer usage must be implemented in teacher preparation programs.

7) Partnerships should be established with computer hardware and software vendors to provide staff training.

8) More emphasis should be placed on the use of computers for administrative purposes.

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Triangulation: Expanding The Definition in Research

Betty Heath-Camp and William G. Camp

234 Lane Hall

Virginia Polytechnic Institute and State University

Blacksburg, VA 24061-0254

Phone (703) 231-8189 or 8188

Reviewed

Running Head: Triangulation

The project which formed the basis for this paper was performed for the National Center for Research in Vocational Education, University of California, Berkeley, pursuant to a grant from the Office of Vocational and Adult Education, United States Department of Education. The opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education and no official endorsement by the U.S. Department of Education should be inferred.

Paper presented at the annual Marketing Education Research Conference, Key West, FL, April, 1994.

Triangulation: Expanding the Definition in Research

Abstract

Triangulation has been used traditionally in qualitative research to mean the collection of data from multiple sources. In this paper, we propose that the concept of triangulation in research should be expanded far beyond that traditional definition. We believe triangulation in research should encompass the use of multiple data sources, data collection methods, and analytical techniques. Taken even further, it could imply the application of both qualitative and quantitative paradigms to answer the kinds of complex questions that typify educational research. To illustrate this expanded meaning of triangulation, we describe an actual study in which we employed just such a multi-faceted approach to a complex education research problem.

Triangulation: Expanding The Definition in Research

Qualitative research is becoming increasingly accepted as a means of seeking new knowledge in education. This paper provides a detailed examination of one important aspect of qualitative research: triangulation. We will provide an actual study as a backdrop, by means of which we hope to define, clarify, and illustrate the processes involved in triangulation as a means of providing multiple of perspectives on a single research problem. The study itself dealt with an examination of the nature, dynamics, and scope of the process of induction of beginning vocational teachers into the profession of teaching. The overall goal of the study was to develop a structured, exportable induction assistance program based on empirical evidence and specifically designed to meet the induction assistance needs of beginning vocational teachers. For the purposes of this paper, the actual study is unimportant, rather the multi-faceted approach used in the study to address a complex research problem, triangulation, is important.

As a starting point, triangulation is a concept that comes originally from the physical sciences. It is a means by which the precise location of a specific point in space, itself unknown, can be estimated from observation of other known points. To understand the actual process, let us consider an example of how triangulation was applied for many years to solve an every-day problem in navigation.

Over the years, explorers have found that by using a compass and their knowledge of a region, they could accurately estimate a precise location on the ground. If one could see two points with known locations, such as easily identifiable mountain peaks, one could measure the directions to the points

with a compass. By then plotting the two directions, on a map which shows the peaks, the point at which the lines cross would indicate the explorers' location on the ground. The process of plotting measured directions to known points was called triangulation, But, because early compasses were relatively inaccurate, the more known points that could be located, measured, and plotted, the more accurately the actual location of the explorer could be estimated. Therefore, to be most effective, triangulation required multiple sources of data.

So in a physical sense, triangulation is a means of determining an important "unknown" about the real world by looking at other "knowns.". In this example, the important unknown was the location of the person on the ground. In a like sense, triangulation in qualitative research helps us to more accurately perceive something important about the real world (Marshall and Rossman, 1989). In the case of the study we are using as a backdrop for this paper, that "something important" was the nature, dynamics, and scope of the induction process for beginning vocational teachers. But, like early explorers, our estimates in the social sciences, and particularly in qualitative research, are very "rough," and our inherent inaccuracies in observation require triangulation from multiple sources to provide a more reliable and accurate interpretation of the thing being studied.

Theoretical Framework

Two fundamental prerequisites to any successful research, are validity and reliability of observation (Kerlinger, 1964). Kerlinger was discussing quantitative rather than qualitative research at the time. According to his argument, new knowledge can be derived from observations only to the extent

that the thing being observed is, in truth, what the observer thinks it is. The congruence between reality and the interpretation of that reality is the validity of the observation. An allied construct, reliability, refers to the dependability of the process by which that observation is made.

In describing the analytical techniques used in qualitative research, Fetterman (1989) contended that the researcher begins with a "mass of undifferentiated ideas and behaviors, and then collects pieces of information, comparing, contrasting, and sorting gross categories and minutia until a discernable thought or behavior becomes discernable." He described the process as "looking for patterns," where the patterns tend to repeat themselves "in various situations and with various players" (p. 92). In much of the literature describing qualitative research, such arguments lead to the conclusion that validity and reliability are quantitative constructs, and therefore unworthy of qualitative researchers' consideration.

Emphasizing the importance of objectivity in qualitative research, Kirk and Miller (1986) contended that qualitative researchers should also consider validity and reliability, even though many qualitative researchers scoff at the two concepts as "positivistic" and irrelevant to true "knowing" in a "holistic" sense. They argued that much of the controversy over such constructs are a matter of semantics. Just as in quantitative research, the findings of naturalistic inquiry must emerge from reliable examination of validly developed data.

Marshall and Rossman (1989) argued that a multi-directional approach to the collection and analysis of research data in qualitative research provides just such an effect. They provided a useful definition of triangulation.

"Triangulation," they wrote, "is the act of bringing more than one source of data to bear on a single point.... Designing a study in which multiple cases are used, multiple informants or more than one data gathering technique can greatly strengthen the study's usefulness for other settings" (p. 146). They then argued that using such an approach "strengthens" any qualitative study. In effect, they argued that triangulation of data sources lends a study more of the character of what would be termed both validity and reliability in a quantitative study.

A Real-World Case of Triangulation

The project on which this paper was based was conducted from 1988 through 1992. It consisted of three broad phases and involved a wide range of both qualitative and quantitative data collection and analysis techniques. We believe that it provides an instructive, real-world example of the use of triangulation in a study.

The study in question was entitled Professional Development of Beginning Vocational Teachers. It was funded as a five-year project by the National Center for Research in Vocational Education, University of California, Berkeley. The project was directed by the authors of the current paper through the Virginia Tech Office of the Berkeley Center.

Conceptualization of the Study

Theoretical Framework

The theoretical framework for a study provides the basis on which that study relates to some over-arching theory. Failure to establish a theoretical framework is a common failing in much educational research. To provide a theoretical framework for the study, we used the Vocational Development Theory

of Super, Crites, Hummel, Moser, Overstreet, & Warnath, (1957). The Super, et al, work was an outgrowth from and an extension of earlier work by Ginzberg, Ginsberg, Axelrad, and Herma (1951). Those seminal works proposed that people in Western, industrialized societies such as the United States naturally progress through a series of predictable developmental stages of vocational maturity, largely based on chronological age. At each developmental stage, the person typically exhibits fairly predictable kinds of behaviors and experiences more or less predictable sets of uncertainties, false starts, and difficulties.

Conceptual Framework

The conceptual framework for a study should start with the theoretical base and build a more specific foundation for the research within the broader theoretical framework. It should include an examination of other research that relates to the specific topic of the study. For the study being discussed here, contemporary educational research indicates that beginning teachers developmental experiences can be described more specifically than is possible with the Super, et al, model.

The conceptual framework for this study was based on applied research reported by Fuller (1969) and extended and expanded by Ryan (1986). Those authors described the socialization of beginning teachers as a process that moves through a more occupation-specific series of stages than are described by Super, et al, (1957). The Super model is a general theory and the later work (Fuller, 1969; and Ryan, 1986) provides a specific conceptual model for research on beginning teachers. The literature on the socialization process for beginning teachers is massive, but it is captured fairly succinctly in a

monograph edited by Reinhartz (1989) and including chapters by a wide array of writers with expertise in the teacher induction process. Another important monograph (Huling-Austin, Odell, Ishler, Kay, & Edelfelt, 1989) provided a brief overview of a number of selected induction assistance programs in this country in the late 1980s. In essence, the research reported in those two monographs, "fleshes out" the Fuller and Ryan models, thus providing a detailed conceptual framework for this study.

Overview of Data Collection Techniques

This was a large study and it involved a wide range of questions, most of which emerged in specific form during the actual conduct of the research. We found that as each question was answered, more questions would inevitably emerge. Thus, it was necessary for multiple perspectives to be used in the design of the study. Part of the questions could be addressed only by naturalistic inquiry, and for those a series of different qualitative data collection techniques were used. Other questions could be answered only with quantitative data. For those questions, positivistic techniques were used. Thus there were multiple data sources (triangulation) used in research efforts employing multiple perspectives (both qualitative and quantitative methodologies). Moreover, the study required many different kinds of people to provide for the national scope of the research and the multiple audiences toward whom the results would be aimed.

Qualitative data collection techniques used in the study included the following:

- nominal focus groups;
- open-discussion focus groups;

- in-depth interviews of beginning teachers, peer teachers, mentor teachers, principals, students, vocational directors, inservice coordinators, state department of education personnel, and induction program directors;
- participant observation;
- telephone interviews;
- field data collection visits to exemplary program sites;
- daily and weekly tape-recorded logs.

Quantitative data collection techniques used were:

- personality surveys;
- leadership style scales;
- repeated-measures administrations of a stress scale, a job satisfaction scale, and a teaching/learning style scale; and
- a national survey of a stratified random sample of all beginning vocational teachers in the United States during school year 1989-90.

Participants

One Sample of Teachers

A sample of beginning teachers was studied by use of a series of qualitative techniques including a broad-based case study approach. They met as a group at the beginning of their first year of teaching, at the end of the first year, and at the end of the second year. At each of the three group meetings, data were collected through the following techniques:

- nominal focus group sessions;
- open-discussion focus group sessions;
- in-depth interviews with each individual; and
- surveys of biographical and situational data on each individual and on his or her community, school, and job setting;

During the following two-year period, each participant was visited on-site on at least four occasions by a researcher. These full-day visits involved classroom observations; in-depth interviews with the beginning teacher, a peer teacher, the mentor or buddy teacher if one was assigned; the principal, the vocational director if one existed, and students of the beginning teacher.

In addition, throughout the two-year period, each teacher was asked to tape-record a daily log and submit it to the researchers on a weekly basis. The teachers were provided with a tape recorder, a supply of audio tapes, and a supply of mailers. To encourage a good response rate, they were paid a cash fee for every tape that arrived in a timely manner for the entire period. The logs were framed using a set of specific questions that evolved as the study progressed.

A Second Sample of Teachers

A purposively selected sample of beginning vocational teachers from another geographic region participated in a different kind of intensive data collection regime. For this group, two meetings were conducted, one at the beginning and the second at the end of their first year. As with the first intensive sample, nominal focus group, open-discussion focus group, individual in-depth interviews, and biographical and situational data were collected. Essentially all of these techniques were qualitative in nature. For this group, the intensive follow-up was purely quantitative and consisted of a weekly survey of some form. Data were collected once for measures such as personality, quarterly for such measures as teaching style and learning style, monthly for such measures as stress, and weekly for job satisfaction. Each

week, a different configuration of surveys was mailed to the teacher. The purpose was to provide a time-based tracking of the changes that occurred in the members of this sample. Five different, purposefully-selected samples of beginning vocational teachers from different geographic regions were selected and assembled for intensive focus group interviews and in-depth, individual interviews.

Additional Samples

Three additional purposively selected samples of beginning vocational teachers from three other geographic regions participated in a series of similar one-time focus group sessions and in-depth interviews. The sole purpose of these samples was to provide validation of the data collected in the first two samples and to strengthen our ability to discuss our findings in relation to a national population.

National Survey

To provide quantitative data, a survey instrument was constructed using the results of the review of literature and the qualitative research described previously. Using this instrument, a national probability sample of beginning vocational teachers was surveyed to provide a detailed picture of the induction assistance they were receiving, the assistance needs they perceived, and the kinds of events that were affecting their lives as beginning teachers.

Exemplary Programs

After all of those data collection procedures regarding individual teachers, innovative or exemplary programs of teacher induction assistance involving beginning vocational teachers were identified for study. Materials supplied by contact persons for each nominated program were catalogued and

examined by project researchers to determine which were of interest to this study. Telephone interviews were conducted with the directors of the selected programs. Finally a research team conducted field visits to examine several exceptional programs. During the field visits, the researchers made observations of facilities; sat in on inservice programs for beginning teachers, beginning "peer teachers," and peer teacher supervisors; interviewed county level administrators, beginning teachers, and peer teachers; visited professional development centers; and collected massive quantities of materials used in the programs.

Data Analysis Procedures

Throughout the entire project, all interviews and all open-discussion focus group sessions were recorded on audio tape. In addition, the daily logs were all tape-recorded. Transcribing and typing the tapes required a half-time typist for two years. In total, over 10,000 pages of typed transcript were produced for analysis. All of the typing was also reproduced in ASCII format on computer disk for analysis using AskSam (Registered Trademark), qualitative data analysis software.

Event Identification and Coding

There were three broad areas (or domains) of particular interest for the study: negative influences, positive influences, and significant events. The guidelines prepared for the daily logs as well as for all of the in-depth interviews included specific questions to address each of these domains. Morgan (1988) described a process of content analysis in which similar situations or statements are identified and tallied in the analysis of qualitative data. Yin (1989), detailed an analytic strategy that relies on

identification of events and then classifying them into cells in a matrix used to identify In this study, we used a similar approach to the analysis of individual transcript data. The transcripts were analyzed separately for each of the three broad domains listed. Items for a given domain were extracted by searching the complete set of transcripts specifically for statements that pertained to that domain in the judgement of the researchers.

Domain Analysis

A more traditional domain analysis, as described by Spradley (1979, 1980) was then conducted on the amassed transcript and other data. That analysis began immediately after the first group session in 1988 and continued throughout the study. In this approach, the data are analyzed to identify trends.

Case Studies

Traditional case study techniques as described by Yin (1989) were also used. Transcripts of interviews, field notes, and daily and weekly logs were analyzed. In addition, data from personality, job satisfaction, stress, demographic, and situational questionnaires were used.

National Survey

The national survey was conceived as a quantitative part of the research. Thus, the data from the survey were analyzed using traditional descriptive and inferential statistical techniques.

Discussion and Conclusions

After a three year review of literature that examined published materials from 1933 to 1991, after massive data collection efforts undertaken as a part of this project, after the analyses documented in this paper, we

believe that we conducted the most extensive, intensive, detailed examination on teacher induction ever done for a specific discipline. As a result, we believe that we were able to offer well-founded discussion and conclusions and to produce a viable, field-tested structured induction assistance model for the intended audience.

Some samples of the kinds of conclusions we reached are offered in the following paragraphs. These are given because we believe they are illustrative of the diversity of findings made possible only by triangulation of efforts in terms of participants, data collection techniques, and perspectives that were used in the research.

Transcript Domain Analysis

Several interesting findings emerged from the analysis of the transcripts of the daily logs of the first year teachers. When the teachers were asked to list things that were negative and things that were positive, the beginning teachers' negatives far outweighed their positives. That agrees with the literature which concentrates almost exclusively on the problems of beginning teachers. Yet, when the anecdotes of significant events reported were analyzed, the positive events far outweighed the negative events. From that evidence, we concluded that beginning teachers seem to dwell on negatives even though in their daily lives they experience more positive occurrences. Another interesting finding from this part of the research was that nearly a quarter (24.6%) of the significant events identified appeared to be specific to vocational education.

Case Studies

The case studies provided an opportunity to examine the experiences of a limited number of teachers in depth, over an extended period of time, and using a wide array of data collection and analysis techniques. We found, for instance, that not all first-year experiences are bad as one might gather from the literature on the problems of beginning teachers. Beginning teachers receive positive feedback from students and others, and this encourages them to keep on trying. Beginning vocational teachers receive much of their positive feedback because of their student organizations' activities.

Nominal Focus Group

Throughout a beginning teacher's induction period, the problems and successes that were critical were identified. We then used the results of this part of the study to help identify and prioritize the general assistance needs and induction-related events for all beginning vocational teachers for use in developing the instrument for the national survey.

National Survey of Beginning Vocational Teachers

The survey was used to describe in global and generalizable terms the kinds of assistance needs and professional experiences of beginning vocational teachers. It provided information regarding how many beginning vocational teachers are being served by induction assistance programs and the nature of the problems they are experiencing. One example of a finding that emerged from the survey was that almost a quarter (24.9%) of the beginning vocational teachers had not been given a curriculum guide for their programs by the end of the first year.

Exemplary Induction Assistance Programs

The induction assistance programs we found nationwide were quite diverse. This confirms the information presented in the Huling-Austin, et al (1989) monograph cited earlier. Induction programs we studied range from those designed specifically for enforcement of certification requirements to those designed to provide intellectual and moral support for struggling novices. Programs between those extremes were more common than programs on either end. We were both heartened and disheartened by this part of the study. There are some innovative and productive induction assistance programs in existence. But, there are not enough. Even worse, current budget crunches such as the one in California (Tushnet, 1991), threaten the survival of induction assistance programs nationwide.

Conclusions

The triangulation effect of multiple data collection techniques from multiple audiences using multiple perspectives was central in examining a multi-faceted research agenda. In the example of physical triangulation, observations of multiple known locations were necessary to accurately estimate the location of the explorer. Directions to multiple known points improved the accuracy (reliability) of the estimate and helped insure that the true location of the explorer was estimated (validity). In an analogous sense for the study being discussed here, triangulation of data sources, data collection techniques, and research perspectives mitigated toward more powerful research results.

Triangulation in research can involve more than merely the use of multiple data sources. At the most fundamental level, it can mean looking at

a problem from both qualitative and quantitative perspectives. Beyond that, it can mean using many different kinds of participants in the collection of data. Third, it can mean using multiple data collection techniques. Finally, it can mean multiple approaches to analysis of the same data.

Triangulation in all of these senses were used in the study and used as an illustration for this paper. We are firmly convinced that the result was a study with a degree of credibility, transferability, dependability, confirmability, reliability, and validity that would have been impossible using a more simplistic research design. The study used here as a backdrop illustrates multiple data sources, collected with multiple techniques, analyzed using multiple approaches, and interpreted from multiple perspectives. Those manifold procedures undoubtedly strengthened the findings of the study and gave it more believability than would have been possible with more restricted methodologies.

Triangulation, in its broadest sense then, is one key to the generalizability of research on broad topics. It provides a degree of power to research that cannot result merely from expensive measurement devices or sophisticated statistical treatment of data. To answer the broad, overarching questions which typify the real world, we must look beyond the narrow, parochial perspectives of those who advocate the supremacy of "The One True Way" of looking at reality, regardless of which particular "way" is being advocated. We must realize that there is surely more than one way to look at reality. We must realize that seeking reality requires that we conduct our research in multiple ways, addressed from multiple perspectives, using multiple data sources, and employing multiple analytical

approaches. Triangulation is the term we use to describe that multifaceted approach to seeking reality.

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MARKETING EDUCATION PHILOSOPHY AND OBJECTIVES 1979 to 1989: A DECADE OF RESEARCH INFLUENCE

Michael J. Littman, Ph.D.
Associate Professor
Business Department
Buffalo State College
Buffalo, NY 14222
(716) 878-3158

Research Grant Provided by:
Delta Pi Epsilon Research Foundation

National Research Conference for Marketing Education
Key West, FL
April, 1994

ABSTRACT

MARKETING EDUCATION PHILOSOPHY AND OBJECTIVES
1979 to 1989:
A DECADE OF RESEARCH INFLUENCE

The purpose of this study was to present information that was an essential update of the significant, previous contributions of Meyer and Logan (1966), Ashmun and Larson (1970), and Berns, Burrow, and Wallace (1980). The goal of this assessment continued the dissemination of important and influential contributions to the advancement, to the evolution, and to the continued growth of marketing education as a distinct field of scholarship.

Research in marketing education philosophy and objectives completed or disseminated between 1979 and 1989 was the focus of this publication. The conclusion was that the educational environment of the 1980's had a major influence on the research categories and quantity of inquiry in marketing education.

MARKETING EDUCATION PHILOSOPHY AND OBJECTIVES 1979 to 1989: A DECADE OF RESEARCH INFLUENCE

INTRODUCTION

During the 1980's continued environmental threats and educational demands for excellence and accountability have caused marketing education to refine and clarify its mission, focus, curriculum, and standards. Beginning with the National Conference on Marketing and Distributive Education; "Directions for the 1980s" (Vail, CO, May 19-22, 1980), continuing with the 1984 Marketing and Distributive National Curriculum Conference, (Atlanta, GA, Dec, 1984) and with the subsequent development of a national marketing plan, national curriculum, and national standards (Marketing Education Resource Center, 1987) marketing education has energized, planned, and focused.

The outcome of the 1980's has been a research agenda that has influenced marketing education practices and standards at all program levels. This continued the practice of marketing education to stay current and dynamic in preparing students for marketing careers.

STATEMENT OF THE PROBLEM

Since the earlier editions of the Review and Synthesis in Distributive Education have been published, there has not been an updated version. There has been no comprehensive review of research in Marketing Education since 1978 except Stone's (1985) categorization of research studies completed between 1979 to 1982 and Littman's (1991) review of research presented at the National Marketing Education Research Conference.

In a 1989 survey of marketing educators, a Review and Synthesis was rated as very important to complete and disseminate. Since there has been no updated version of the Review and Synthesis in Marketing Education since 1978, an updated version is needed to further develop and refine a coordinated research agenda in the field. Thus, the purpose of this study was to gather, compile, synthesize, and disseminate marketing education research completed during the years 1979 to 1989 related to Philosophy and Objectives.

Thus, this Review and Synthesis in Marketing Education: 1979 to 1989 was an essential update of the significant, previous contributions of Meyer and Logan (1966), Ashmun and Larson (1970), and Berns, Burrow, and Wallace (1980). The goal of this assessment continued the dissemination of important and influential contributions to the advancement, to the evolution, and to the continued growth of marketing education as a distinct field of scholarship.

OBJECTIVES

The specific objective formulated for this study included:

- Classifying research projects completed in marketing education between 1979 and 1989 into the following ten categories: Philosophy and Objectives, Human Resource Needs, Learner Characteristics, Curriculum, Program Design Models, Instruction, Guidance and Counseling, Teacher Education, Administration and Supervision, and Evaluation.

- Reviewing and synthesizing the findings and conclusions of the studies and classify them into the above ten categories.

- Comparing research frequency between 1979-1989 and 1969-1978.

- Discussing the impact of philosophy and objectives on the marketing education research agenda.

Need and Contribution to Marketing Education

This project is consistent with the purpose of the National Research Conference for Marketing Education to provide for the advancement of research in marketing education. A compilation of past research will help advance the knowledge base available to both researchers and practitioners in understanding successful practices that can be adapted to other settings.

This study was a continuation of the effort to bring about the better coordination and efficiency in marketing education research. Previous compilations have been very valuable to researchers and practitioners as a guide to sources of information and to assist in the planning and in the implementation of needed research. This document was intended to highlight important research that will help researchers, students, policy makers, and practitioners in marketing education.

This research will help guide new and experienced researchers in marketing education while encouraging additional marketing education research. This research can provide a framework for advancement and development of theoretical models in marketing education than can empirically tested.

This research will help marketing education instructors in developing programs based on current research leading to better prepared students and well qualified graduates. In conclusion, this research review and synthesis will make a significant contribution to the improvement, refinement, and advancement of marketing education.

METHODOLOGY

TYPE OF RESEARCH

A content analysis of available research in marketing education was utilized for this study. According to Kerlinger (1986) content analysis was a method of studying and analyzing communications in a systematic, objective, and quantitative manner to measure variables. Content analysis was thus considered primarily a method of observation and measurement.

DATA COLLECTION

This study continued with previous methodology used in editions of the Review and Synthesis in Distributive Education by Meyer and Logan (1966) and by Ashmun and Larson (1970) and the Marketing and Distributive Education: Review and Synthesis of the Research by Berns, Burrow, and Wallace (1980). Thus, this review included only those studies that met the following three criteria. First, the study must have been subject to prior review by either a referee panel, a graduate school committee, or a funding agency. Second, it must have included a research component which identified a specific problem, data to help solve the problem, and findings and conclusions based upon the data. Third, the study must have been based on a marketing and distributive education population.

In order to identify research completed during the years 1979 to 1989, library sources including ERIC on-line, DIALOG, Education Index, and other computerized searches were conducted. Editions of the Marketing Educators' Journal and its forerunner the Marketing and Distributive Educators' Digest were reviewed. Proceedings in Marketing Education including those from the Marketing Education Conclave, AVA Research Dissemination Seminar, and the 1984 to 1989 Marketing Education National Research Conference were reviewed. A dissertation abstract search was also completed.

DATA ANALYSIS

Data were analyzed and categorized consistent with previous reviews and synthesis. These categories included Philosophy and Objectives, Human Resource Needs and Employment Opportunities, Learner Characteristics, Curriculum, Program Design Models, Guidance and Counseling, Teacher Education, Administration and Supervision, and Evaluation.

FINDINGS

FOCUS

The Directions for the 80's Conference (Samson and Others, 1980) held in Vail, Colorado provided guidance for marketing education research and focus. The Conference goal was to discuss and evaluate a set of proposed directional statement. The conference papers that evolved from the discussions were very

important documents for marketing education's future mission and directions.

The outcome of this Conference included four papers. The first was Samson's (1980) Identity and Image: Strategies and Implementation which highlighted the thinking and recommendations of the conference discussion groups on strategy and means of implementation necessary to achieve the national goals for marketing and distributive education. The second paper was Program Development in Marketing and Distributive Education--Strategies for Implementation by Eggland (1980) which synthesized implementation strategies from 17 discussion groups related to eight program constraints. The third paper was Rowe's (1980) Directions for the 80's: Draft of Suggested Implementation Strategies for Leadership in Marketing and Distributive Education which listed nine strategy recommendations. The fourth paper was Power and Influence by Trapnell (1980) which synthesized discussions on the audiences to influence and influence strategies. These outcome papers were valuable consensus data useful as a research starting point.

Jacobsen (1983) completed a six month follow-up study of the seven mission statements developed at Vail. Using five groups, teacher educators, state supervisors, teacher-coordinators, business people, and school administrators, the study concluded that there was a relatively high level of endorsement nationwide for the statements. The opinions of teacher educators and state supervisors had not changed significantly over the time period. Thus, it was concluded that there was good potential for these statements to provide cohesive guidance and direction for progress and development of marketing and distributive education.

Utilizing needs statements generated from 1980 Directions Conference in Vail, Davis (1984) determined a feasibility instrument could be developed to assess critical needs in MDE for use at the national, state, and local levels. The information gained from such assessment could be used to assist in systematically formulating short-range and long-range goals for MDE.

CURRICULUM AND STANDARDS

The National Marketing Education Curriculum Conference held in Atlanta, Georgia in December, 1984, provided guidance for the development of a unified marketing education curriculum. The Conference goal was to discuss and evaluate components of a national marketing education curriculum framework and core competencies. Luter's (1984) reviewed the need for a unified core curriculum as part of the plan to fulfill the program's mission.

In preparation for and concurrent with the 1984 Marketing and Distributive National Curriculum Conference, a Consensus Development Committee was appointed to help establish consensus on issues relating to curriculum and standards for marketing

education. According to Stone (1984), 134 statements met consensus.

The outcome statements were related to the four conference goals; curriculum relevant and responsive to business and industry training needs, standards for program graduates, program awareness, and implementation of the conference recommendations. A second committee developed 15 recommendations related to the issue statements that reached consensus useful in guiding the future of marketing education.

A variety of studies validated the competencies selected in the national marketing education curriculum framework and core competencies. These included Littman (1988) with marketing professors, and Littman (1987), McComas (1987), McComas and Trussell (1987), Littman (1986), McComas (1986), and Popo (1986) who studied secondary marketing educators. More information on these studies was placed in the curriculum section. In 1987 the National Curriculum Committee published the National Curriculum Framework and Core Competencies.

From the consensus statements on standards, Stone (1984) further identified 24 outcomes ranked very important by a national panel. Those standards that focused on job, job performance, and attitudes towards the job had a stronger positive response. Recommendations were that the 24 standards be adopted as to secondary marketing education program accountability.

Subsequent to the 1984 Marketing and Distributive National Curriculum Conference, a National Standards Committee was selected. The major goal of this committee was to develop and validate marketing education program standards. In 1987, the National Standards Committee released their document which included the national standards for marketing education.

Using standards developed by Satterwhite (1983) as the basis for their study, Holmes and Seward (1988) identified standards for teacher education in a study of marketing teacher educators. Six of the 54 identified standards were identified as critical or important to a high quality marketing teacher education program. The statement with the highest critical rating was in the Philosophy section. The statement was "Marketing teacher education offered at the undergraduate level are provided to prepare students for entry level positions as teacher-coordinators of marketing education and related educational activities and to provide a foundation for the student for advanced study and career development."

Previous research on program standards by Wubbena (1982) was conducted with secondary teacher-coordinators. Fifty-seven standards were identified as very important to program success.

IMAGE AND IDENTITY

By viewing if significant perception differences existed among chief instructional officers, principals, vocational directors, and vocational counselors, Klewer (1982) planned to develop a data base and strategies to alleviate confusing about the image and identity of marketing and distributive education. Results indicated positive correlations were found between vocational coursework and agreement that the scope and purpose of M&DE curriculum had statewide applications and that M&DE curriculum supported its established goals. There was a significant positive correlation between vocational coursework and the perception that M&DE produces competent, well trained students.

In relation to the identity crisis and focus in the field, Bloom (1984) studied teacher educator and state supervisor responses to the perceived identity of Marketing/Distributive Education (M/DE). At the state level, the majority of programs were named Marketing/Distributive Education while teacher education institutions were almost equally divided between M/DE and DE. During the past four years 72 programs had changed their names.

The findings also indicated that most respondents preferred the name Marketing Education or Marketing/Distributive Education. State supervisors felt the program name had an impact on program perceptions while teacher educators did not feel similarly. Both felt that others group did not understand their program area. Those programs with enrollment increases felt the program name had a positive image and the name of the program affected it perception by others.

In 1987, the National Marketing Strategy Committee released their document which included the plan to tackle marketing education's image problem. Included was a marketing strategy to reach five targeted audiences.

ADULT EDUCATION

Noting a gradual shift in marketing education focus, Price (1986) conducted a study for the Virginia Adult Coordinating Council for Marketing Education to assist them in program improvement decisions. Fourteen of 15 belief statements were supported by Virginia high school marketing instructors. Although these teachers had a highly supportive view of adult marketing education programs, the State Department of Education records indicated a decrease in the number of teachers involved in adult teaching. Due to the apparent need and adult education data, it was recommended that marketing education could better meet the needs of the business community to improve marketing techniques by revitalizing and becoming more involved in adult marketing education.

POSTSECONDARY

Callahan (1979) used a Delphi technique to identify and rank welve goals for the junior collegiate DECA. The research found eneral agreement with ten of the twelve goals.

Bradley and Elias (1981) researched the development of a standard set of program objectives which could be used in designing, implementing, operating, and evaluating postsecondary marketing education programs which could lead result in a degree of program standardization.

To determine if Missouri's postsecondary DECA student members, MDE instructors, and DECA advisors agreed on priority and relative importance of the nationally identified goals for postsecondary DECA, Tritt (1985) studied these groups. The results showed that although students and MDE instructors agreed on the rank order of goal importance, there was disagreement on which goals should have the highest priority. This disagreement could be a cause of declining student membership in postsecondary DECA.

OTHER STUDIES

Holup (1980) concluded that teachers, teacher educators, and state supervisors had a positive attitude about the use of training plans and competency based instruction.

Torres (1979) studied the historical record of distributive education in Puerto Rico from 1898 to 1972 in order to identify political and economic factors that influenced its development and growth.

CONCLUSIONS

According to Table 1, between 1979 and 1989 the highest amount of research was in the area of evaluation (n = 54, % = 25), curriculum, (n =36, % = 16.7), teacher education (n = 29, % = 13.4) and philosophy and objectives (n = 25, % = 11.6). Between 1969 and 1978 the largest amount of research was in instruction (n = 65, % = 26.8), teacher education (n = 51, % = 21.0), evaluation (n = 43, % = 17.7), and curriculum, (n =38, % = 15.6).

During the 1980's while marketing education focused on its philosophy, mission, and goals, researchers made significant contributions to the refinement and consensus. There was a decrease in the percentage of studies in teacher education, instruction, administration, and guidance/counseling. There was increases in evaluation, curriculum, philosophy and objectives, learner characteristics, human resource needs, and program design. This, especially the large number of evaluative research can be attributed to assessing and measuring marketing education success and building those success strategies into our philosophy and objectives.

RESEARCH FREQUENCY

TABLE 1

	RESEARCH AREA	1979 to 1989 Studies	1979 to 1989 Percent	1969 to 1978 Studies	1969 to 1978 Percent	CHANGE
1.	Evaluation	54	25.0	43	17.7	INCR
2.	Curriculum	36	16.7	38	15.6	INCR
3.	Teacher Educ.	29	13.4	51	21.0	DECR
4.	Philosophy and Objectives	25	11.6	16	6.6	INCR
5.	Instruction	23	10.6	65	26.8	DECR
6.	Learner Charact.	19	8.8	9	3.7	INCR
7.	Human Resource Needs/Employment	16	7.4	5	2.1	INCR
8.	Program Design	11	5.1	6	2.4	INCR
9.	Administration	2	.9	6	2.4	DECR
10.	Guidance/Counsel	1	.5	4	1.7	DECR
	TOTALS	216	100.0%	243	100.0%	

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MOTORCOACH TOURISTS:

A MARKET PROFILE

By

Allan J. Worms, Ph.D.
Recreation & Tourism Specialist
206 T. P. Cooper Building
University of Kentucky
Lexington, KY 40546-0073
606 257 4646

Carolyn L. Worms, Ed.D
Professor of Consumer Science and Education
416 Manning Hall
University of Memphis
Memphis, TN 38152
901 678 4952

And

Darryl Cremeans, Ph.D.
Scientific Analyst Programmer
205 T. P. Cooper Building
University of Kentucky
Lexington, KY 40546-0073
606 257 1396

Presented As a Reviewed Paper

At

The National Marketing Education Conference
Key West, Florida
April 15-17, 1994

MOTORCOACH TOURISTS:

A MARKET PROFILE

Abstract

By

Allan J. Worms, Ph.D.
Carolyn L. Worms, Ed.D.
Darryl Cremeans, Ph.D.

This research was designed to provide a profile of motorcoach tourists. It is one aspect of a larger study conducted for the purpose of providing market information for business leaders in the small, historic community of Bardstown, Kentucky.

Motorcoach tourists were surveyed during a three month period in the autumn of 1993. Lodging establishment representatives boarded coaches as they arrived in the community. These representatives: 1) welcomed the motorcoach tourists: 2) explained the nature of the research; and, 3) distributed the survey instruments with postage paid return envelopes.

Information obtained from the survey enabled researchers to profile selected travel, social and demographic characteristics of a growing market segment. Some comparisons were made among this market and other visitors to the community during the same period.

The researchers found that motorcoach travelers were older than other tourists, largely retired and well educated. The respondents exhibited strong group travel traits, and preferences for quality facilities and cultural experiences. Also observed was a concern for travel security, but a propensity to take motorcoach tours as a form of recreation both annually and on multiple occasions in a given year. Additional data illustrating motorcoach tourism characteristics pertinent to this market and education of service entities and entrepreneurs is presented.

Motorcoach Tourists: A Market Profile

Introduction

Motorcoach touring is hardly a recent phenomenon. However, the rate of its growth nationally and in some states has been dramatic during recent years. The Kentucky Department of Travel Development conducted studies to determine the economic impact of motorcoach visitors to Kentucky in 1983 and 1988. Their research indicated 67,017 motorcoaches brought tourists to or through Kentucky in 1988. This was an increase of 21.1% over 1983 when 55,319 motorcoaches were tallied (Kentucky Department of Travel Development, 1989).

Moreover, motorcoach tourists have become a market of major economic importance particularly in the context of their economic impact on individual site stops such as communities. In 1988, for example, the Department of Travel Development reported motorcoach travelers making an overnight stay spent an average of $3,564 per coach each day they were in the state while visitors on charters not involving overnight lodging spent $2,176 per day. Clearly, the attraction of motorcoach tourists holds major economic significance for the state and for those communities with potential for motorcoach tourist business.

This research profiled motorcoach tourists visiting a Kentucky community for which motorcoach business is an important aspect of the overall economy. The community, Bardstown, Kentucky, is widely known for its tourist attractions. They include My Old Kentucky Home, the Stephen Foster Drama, The St. Joseph Proto Cathedral, local bourbon whiskey distilleries, and a number of other historic and natural resource attractions.

Procedure

Bardstown is visited by tourists throughout the year, however, the dominant period of motorcoach visitation is during the months of September and October when up to 200 motorcoaches visit for overnight stays (Bradley, 1992). Motorcoach tourists were surveyed from August to November, 1993, with the cooperation of the Bardstown-Nelson County Tourist Commission and lodging establishments of the community. The lodging businesses from which respondent surveys were received included four motels and seven bed and breakfast inns and homestays. While motels were the primary establishments used by motorcoaches, bed and breakfast inns and homestays also accommodated a number of visitors and provided other comparative data.

Distribution of survey questionnaires was accomplished by

lodging representatives. Motorcoaches were boarded upon arrival by a lodging establishment representative, welcomed to Bardstown and invited to participate in the research. They were given a packet and asked to complete an enclosed survey form prior to departing the community. Each survey form identified the research as being a cooperative effort between the Bardstown-Nelson County Tourist Commission, the researchers and the lodging establishment. Respondents were invited to use an enclosed business reply, postage paid return envelope to provide for confidential response and easy return of the questionnaire.

Results

The research results profiling motorcoach tourists' demographic characteristics, origins, group sizes and other relevant characteristics are presented below. In some instances comparisons between motorcoach traveler characteristics and those of other tourists visiting Bardstown were possible because of data collected in the context of this or other reserch.

Bardstown visitors to the varied lodging establishments were predominantly middle-aged or older, of above average income and well educated. A distinction in visitor age and income was notable when motorcoach tour patrons were compared with other tourist visitors staying overnight at Bardstown bed and breakfast inns and homestays and at motels (Table 1).

Table 1

Median Age, Income and Education
of
B&B, Motel and Motorcoach Patrons

	Bed & Breakfasts (n=74)	Motels (n=119)	Motorcoaches (n=244)
Age	46	53	67
Income	$62,000	$46,000	$35,000
Education (Yrs.)	15.9	15.2	15.4

Motorcoach travelers were older and exhibited lower annual incomes, but had educational characteristics about equivalent to tourists staying at local lodging establishments. Their lower average income may not reflect limited purchasing power, however, since 148 or 60.7% of the 244 motorcoach respondents, clearly the dominant proportion, indicated they were retired (Table 2).

Table 2

Occupations of Motorcoach Patrons
And Other Lodging Visitors

	Motorcoach Patrons (n = 244)	Other Visitors (n = 203)
Professional	26	74
Educator	0	1
Management	14	6
Clerical	16	17
Homemakers	15	20
Retired	148	45
All Others	25	36

Respondents were queried as to their previous history of motorcoach touring (Figure 1).

Figure 1

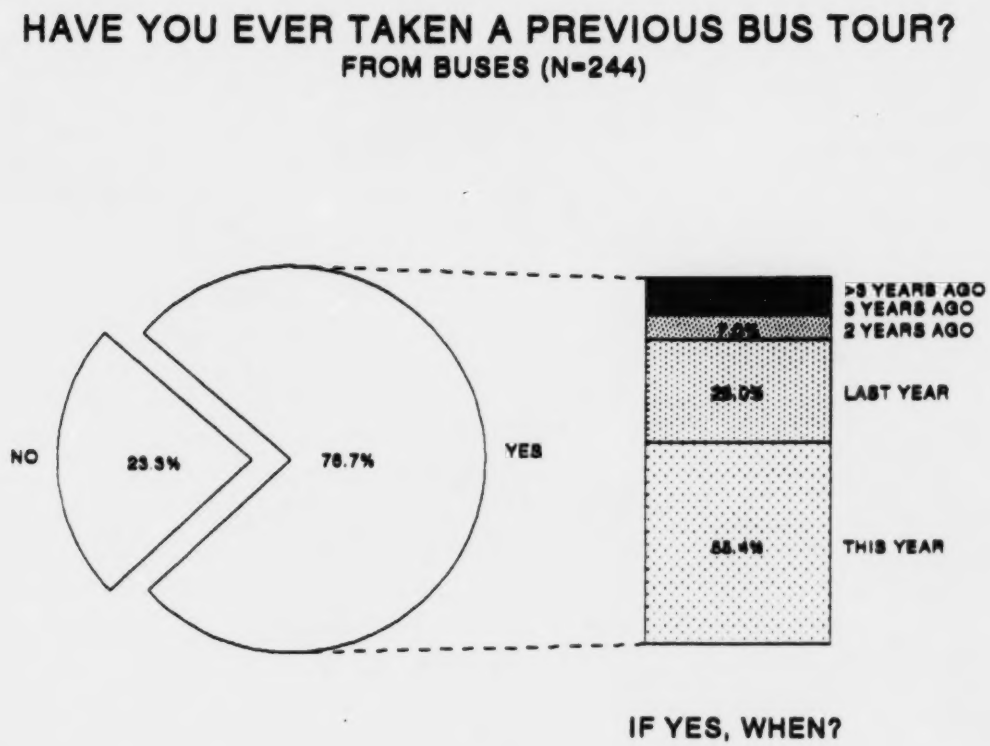
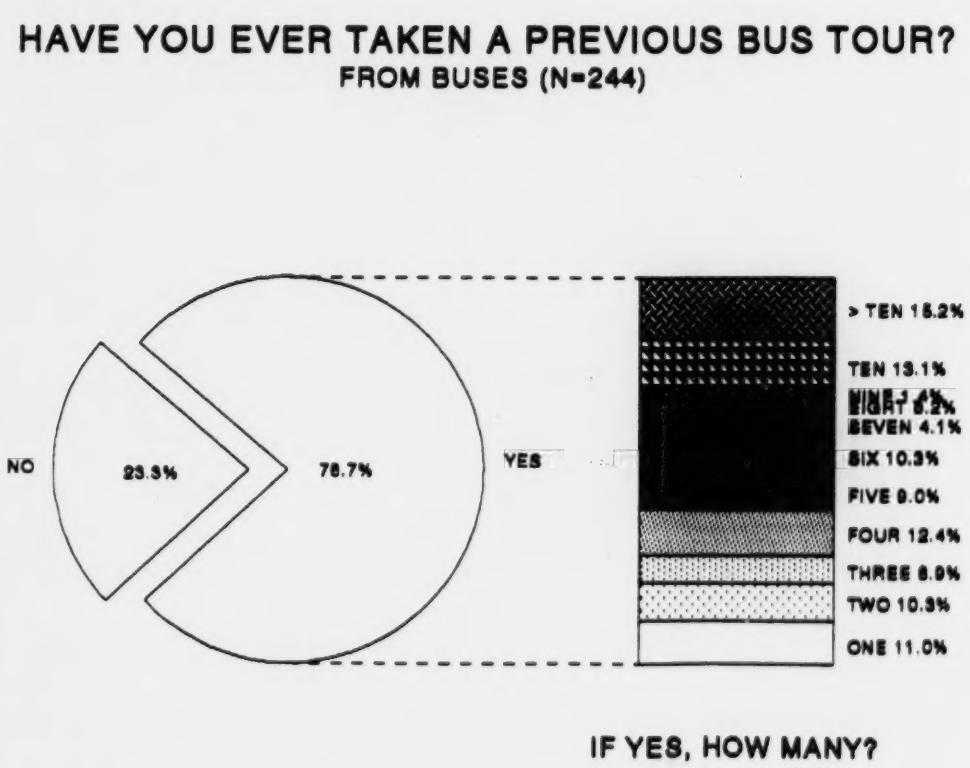


Figure 1 illustrates a very high proportion of respondents (76.7%) had previously taken motorcoach tours. Further, for more than half of those who had toured previously (55.4%), this tour was their second tour of the year and 28% had been motorcoach patrons during the year before. Respondents indicated 7% had taken a previous tour two years ago, 3.8% had taken a tour three years ago and 5.8% had taken a tour more than three years previously.

The motorcoach tourists were also asked the number of tours which they had previously taken. Figure 2 shows this mode of recreational travel is often repeated and suggests multiple tours per year is not unusual and may even be the norm. Respondents indicated 49% of them had been on six or more motorcoach tours and 28.3% had a motorcoach tour history of ten or more tours.

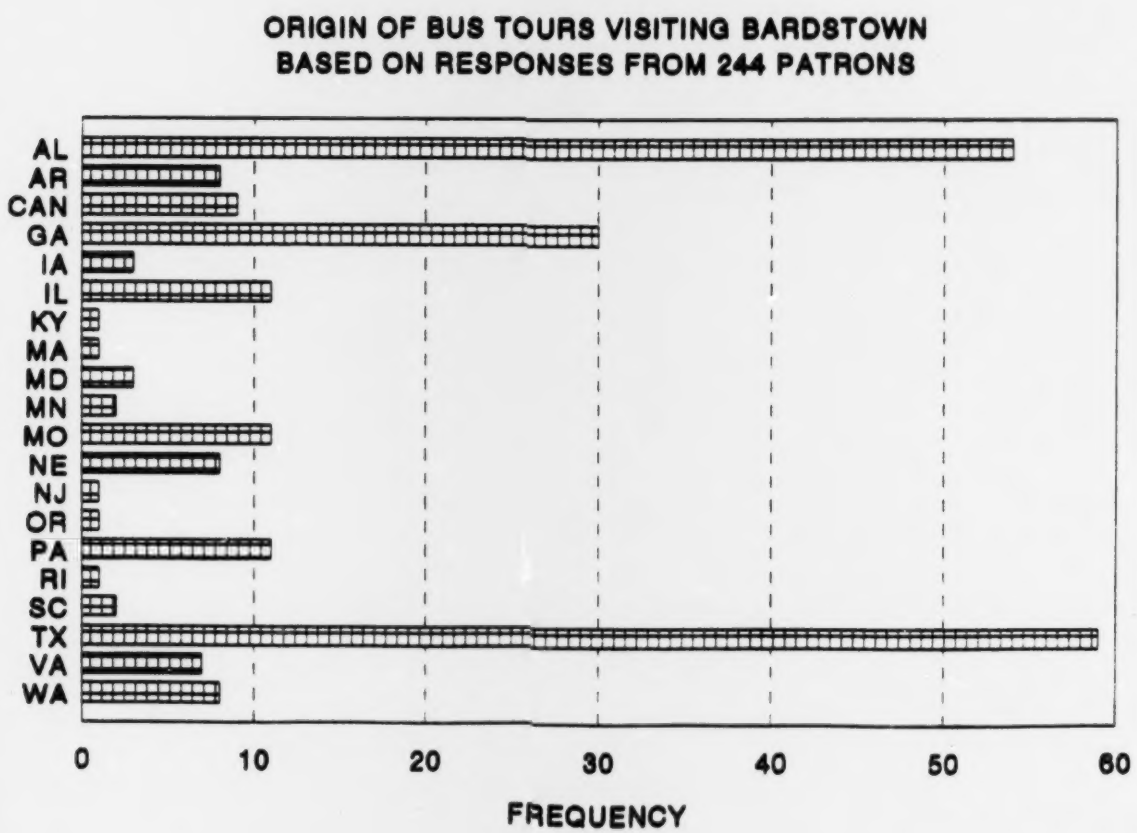
Figure 2



Origins of tourists traveling to Kentucky typically are most heavily represented first from Ohio, Indiana, and Illinois and, additionally, from Michigan and Wisconsin, two other populous states immediately to the north (Atwood, 1992; Worms and Worms, 1990). Kentucky's location between northern states and popular southern tourist destination states and its several north-south oriented interstate highways may contribute to this traditional tourist automobile oriented travel pattern.

Motorcoach travel patterns were found to differ markedly, however. Travel patterns, at least during the autumn months when this study was conducted, seemed less related to seeking out destinations immediately to the south or nearby, than to favor distant destinations. This may have been affected by motorcoach company sales programs, by enthusiasms of pre-formed groups for new destinations, by fall color, history and nostalgia choices of the relative mature audiences or by other factors. In any case, motorcoach tour patterns departed from traditional patterns with large numbers of visits originating from southern states.

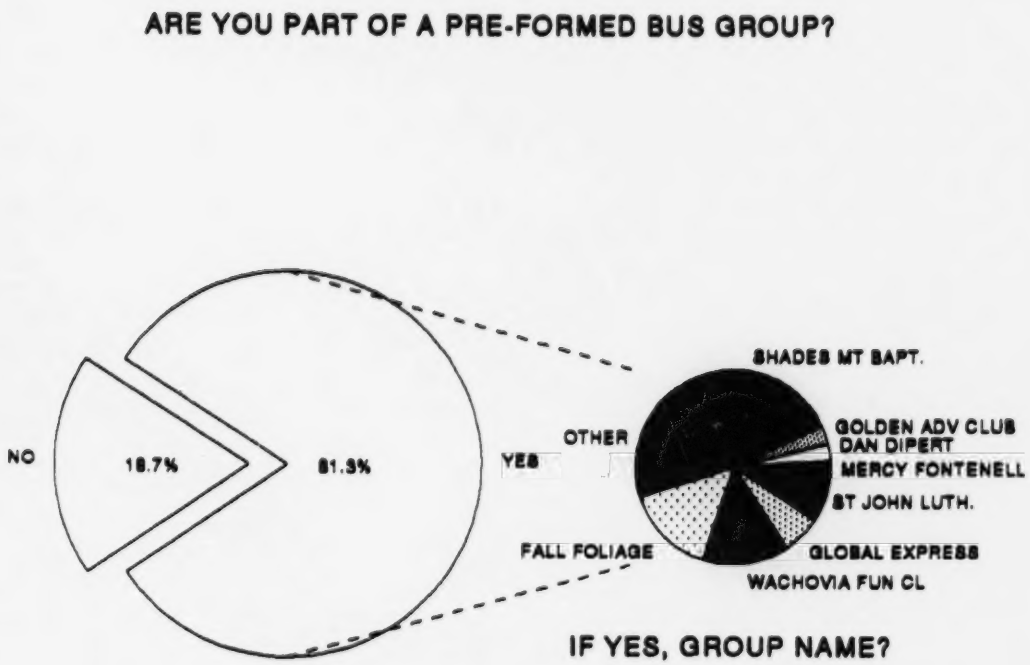
Figure 3



Certainly, motorcoach tourists purchase tours individually, in couples and other groups. Most motorcoach tour groups are composed of "pre-formed" groups, however, according to Linda Yelvington, Sales Manager of The Group Travel Leader (1994). Ms. Yelvington noted more than 30,000 pre-formed groups subscribe to this national newspaper for senior group travel. Leaders of such groups often are members of "GLAMER" (Group Leaders of America) and actively pursue tour options for their groups on an annual or more frequent basis.

The great majority (81.3%) of motorcoach visitation to Bardstown occurred from such pre-formed groups as is evidenced in Figure 4 below. Further, such groups often displayed religious or other membership characteristics by their names (e.g. the Wachovia Fun Club, the Shades Mountain Baptist Church Club, or the St. John Lutheran Church Club). Others exhibit an obvious purpose of their tour with group names such as the Fall Foliage Tour Group.

Figure 4



Motorcoach visitors did not travel alone to any notable extent. Of the 244 respondents, only 12 (4.9%) traveled alone while 87 (35.7%) said they were traveling with a friend. An appreciable number (84 or 34.4%) traveled with a spouse (42 with wives and 52 with husbands) and only 10 (4.1%) traveled with a son or daughter.

The length of time motorcoaches stayed in Bardstown was predominantly for portions of two days and one night (Figure 5). And about as many visits occurred for three day/two night and five day/four night periods as for a portion of only one day.

A high degree of consistency in total duration of tours was exhibited also (Figure 6). A thirteen day tour length was significantly the most common option with tours of five days being second most frequent. Fourteen and ten day long tours were exhibited next most frequently. Virtually every other tour length was exhibited up to seventeen days except that no one or two day tours were encountered during the study period.

Figure 5

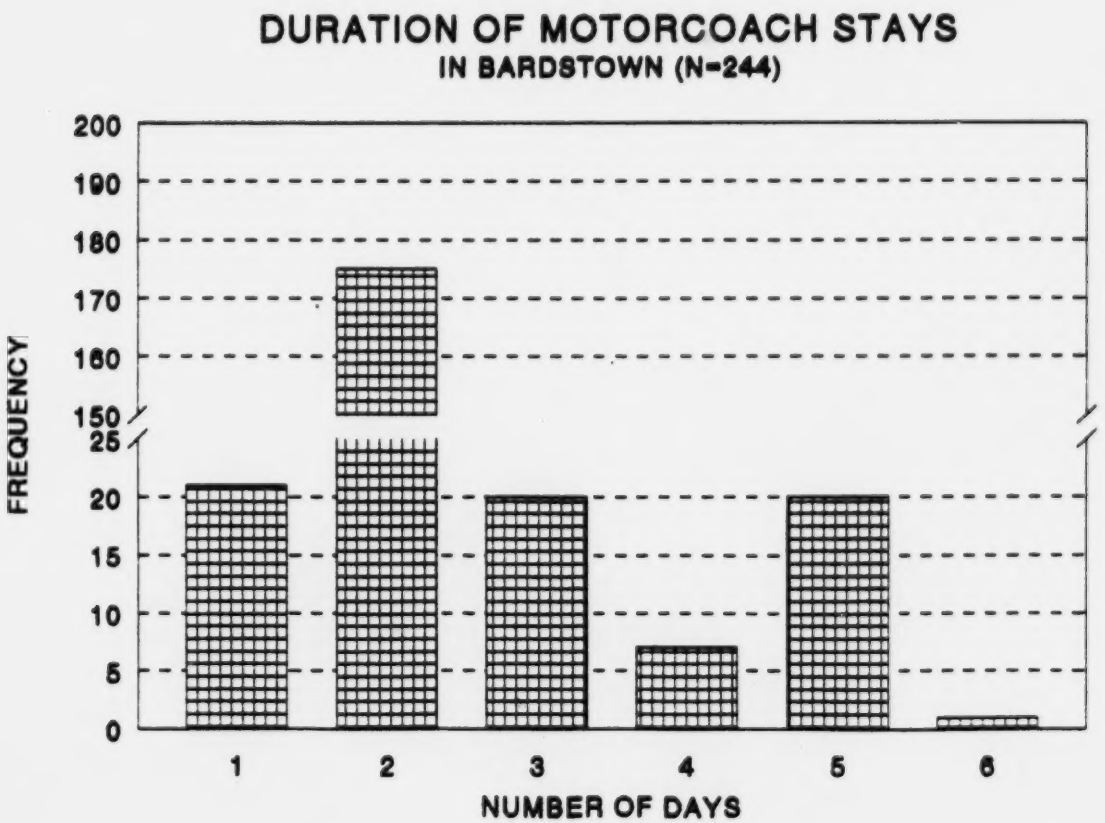
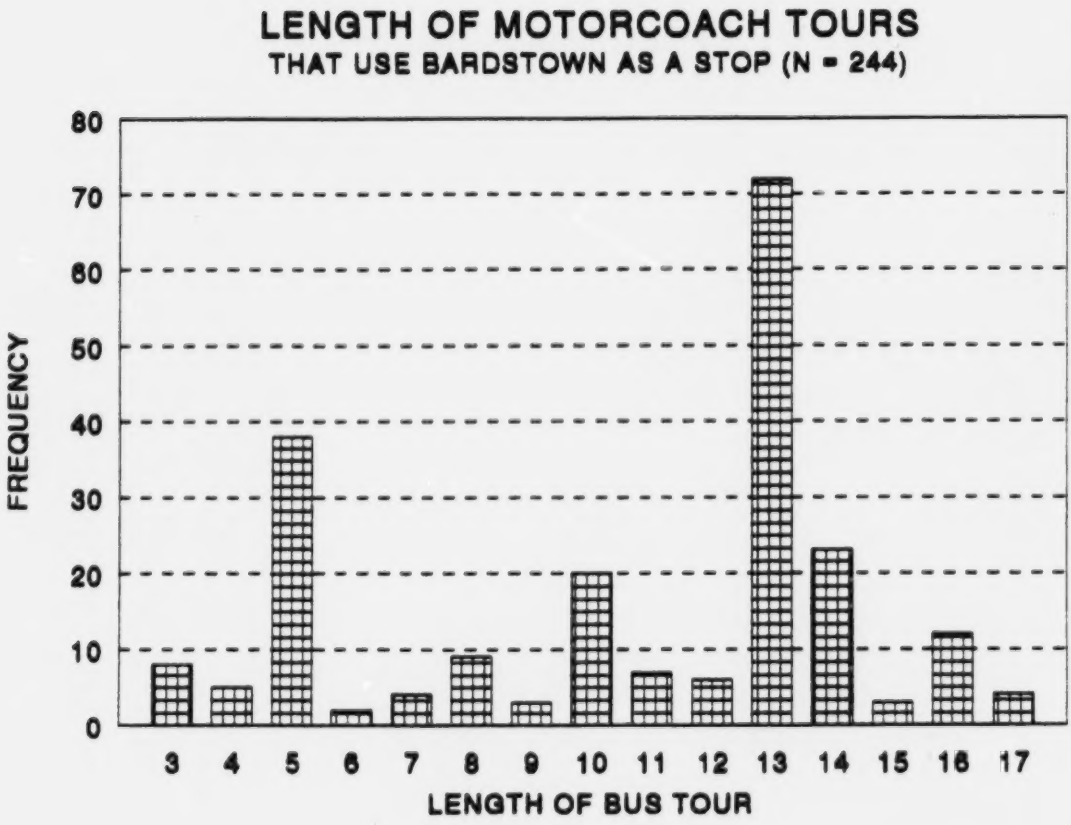


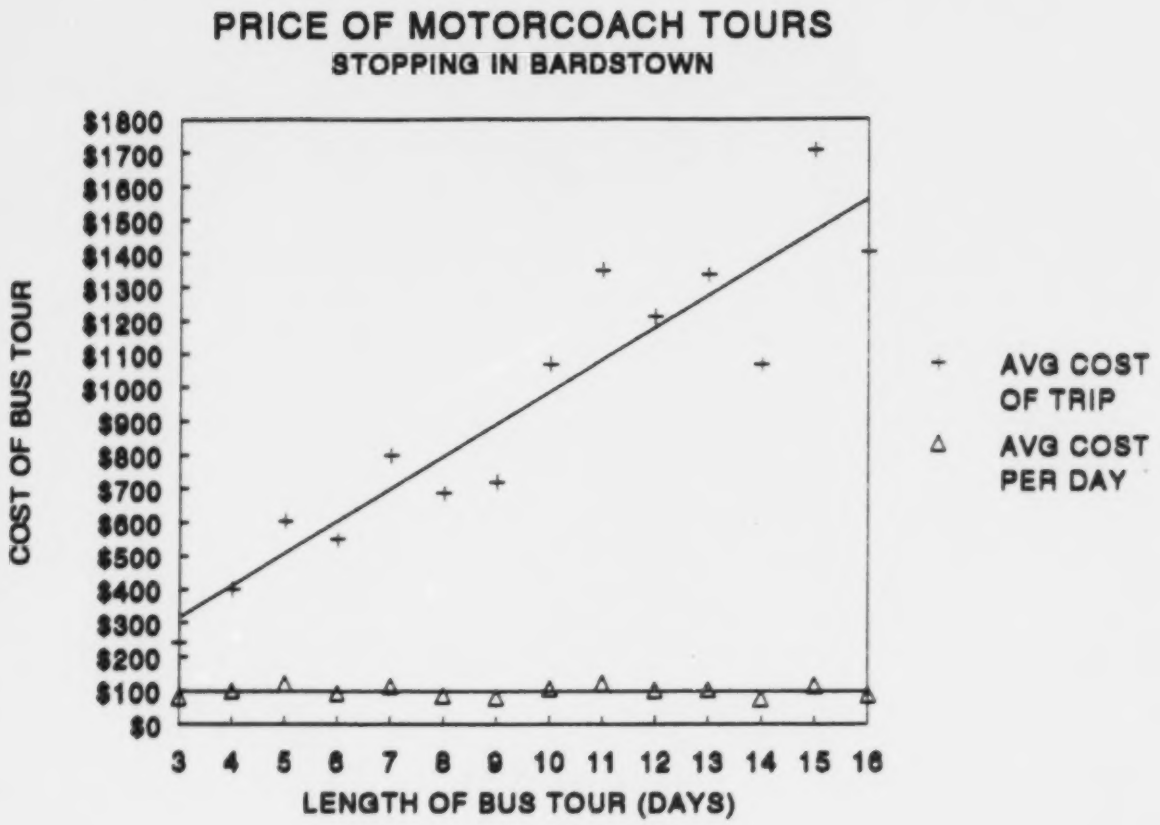
Figure 6



Length of motorcoach tours and prices paid for the tour package exhibited a high degree of correlation on a price per day basis. As the number of days traveled, prices increased at about $100 per day irrespective of differences in group or motorcoach supplier company (Figure 7). Prices per tour ranged from a low of $320 for three day tours to $1700.00 for a fifteen day tour. Most people paid around $1000 for a ten day motorcoach tour.

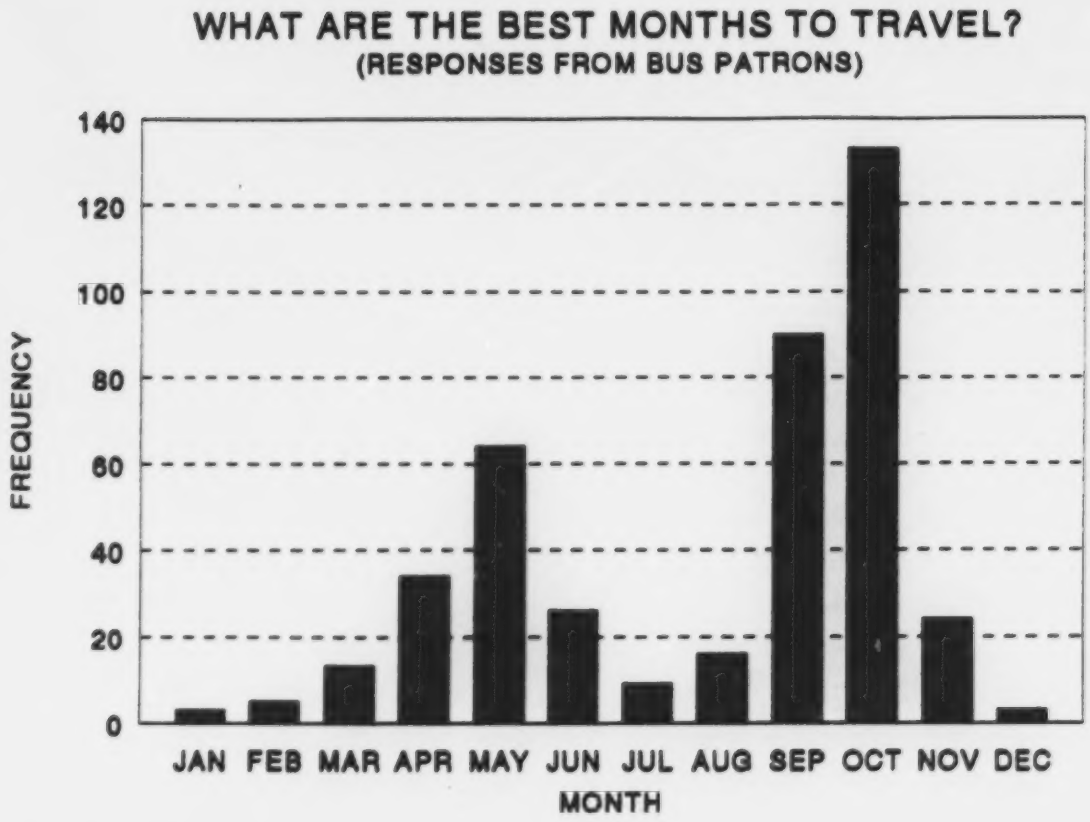
When asked for an evaluation of tour price, 132 of 216 responding (61.1%) said the price they paid was "about right" while 37 (17.1%) indicated the price was "too high" and 47 (21.8%) said the price was "economical".

Figure 7



The motorcoach tour patrons were asked their opinion of the "best" months to travel (Figure 8). They indicated October (31.7%) was most desireable for motorcoach tour travel. September (21.4%), May (15.2%) and then April (8.1%) were the second, third and fourth most preferred months, respectively. It should be noted, however, that this survey of tours was conducted during the autumn months and is not a cross-section of tours or tour patrons from throughout a twelve month period.

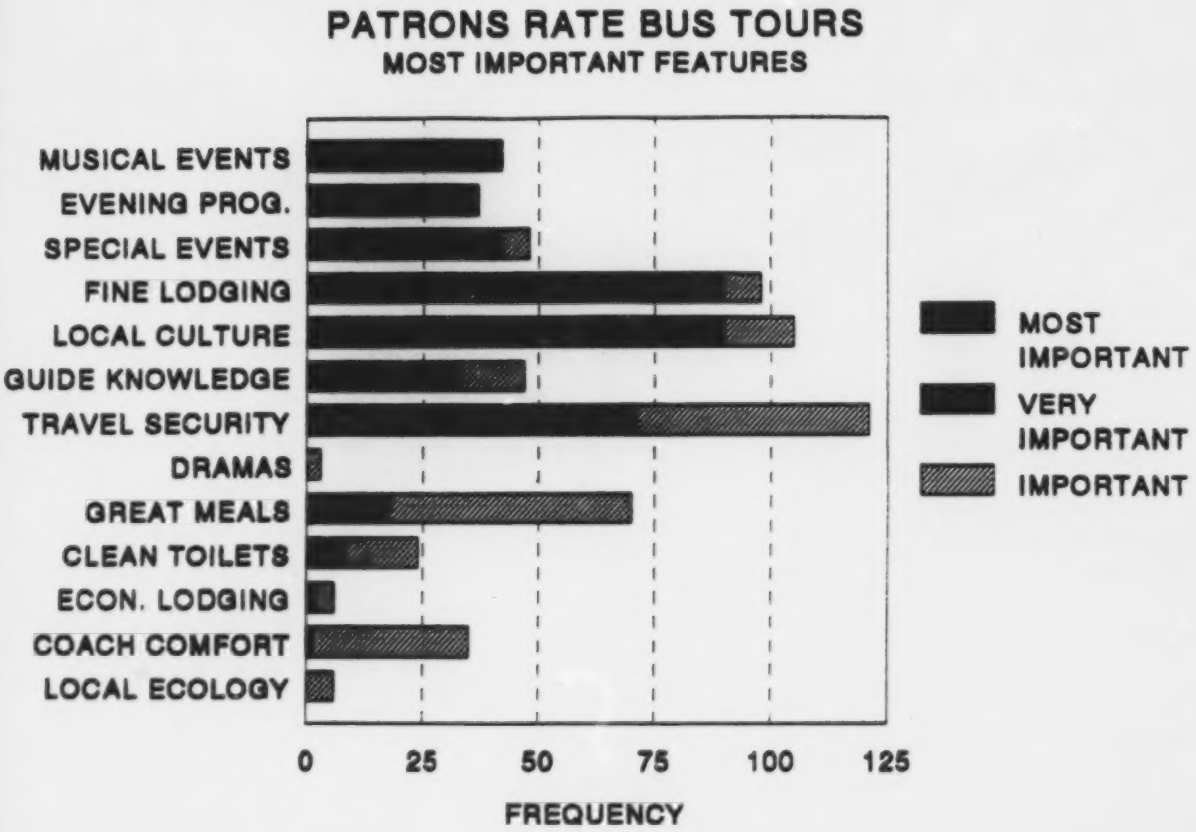
Figure 8



Motorcoach visitors to Bardstown were asked their opinion of the three (3) tour features important to them. A modified Likert scale allowing for respondents' expression of "most important", "very important" and "important" opinions was used (Figure 9). Certainly, some reactions supportive of fine lodging, musical events, local culture, etc., bear direct reference to the type of tourist consumer attracted to Bardstown features. These tour respondents were clearly able to express reactions based on exposure to other destinations, however, as evidenced by the extent of their previous tour experiences (Figures 1 and 2).

Variations in tour features expressed at differing levels of importance as well as among criteria are notable, also. Fine lodging, musical events, local culture and special events were

Figure 9



rated "very important" at notable frequency rates. But travel security clearly received the highest number of mentions.

Conclusions

Motorcoach tourists sampled in conjunction with their visit to Bardstown, Kentucky, were identifiably different from other tourists encountered in attractions and at tourist lodging establishments. They were older (16 to 21 years older than other tourist visitors sampled) and usually retired with more limited annual incomes. Other features were important in identifying them and in setting them apart as individuals and prospective tourist consumers, however.

They were as well educated as other tourists and are experienced travelers who frequently repeat motorcoach touring as a form of recreation. They value fine lodging, musical events, local culture and related quality experiences highly. Good food is also important, but less so. While travel economy and fine lodging as part of the package may be a factor in their tour decision-making, economical lodging was not an important concern. Travel security was evident as a concern among a high proportion of the group.

The optimum tour length, 13 days, combined with relatively long distances traveled while on tour (Figure 3 illustrated the great majority of tours originated in excess of 300 miles from Kentucky) suggests they choose tour options with long distant routes and destinations. At median tour price rates of $100 per day, exclusive of distances traveled or number of days, they may readily justify such choices from an economic perspective.

These travelers exhibit very strong group affiliation tendencies. They are largely members of a pre-formed group who travel together frequently. They may identify with travel and social preferences as well as demographic characteristics of particular groups, however they travel, additionally, with friends or a spouse within the overall group. Further, it seems unlikely they are unaware of service, quality and security characteristics of the motorcoach carrier, their driver and tour escort (guide); all of which contribute to their individual and group enjoyment and well-being during extended trips.

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MOTORCOACH-TOUR COMPANY REPRESENTATIVES

Dear Friend:

Bardstown is participating in a broadbased research program designed to learn more about tourist customers' recreational wishes and needs. The motorcoach tour customer is an important member of the tourist clientele we are studying and we want to help Bardstown (and your firm) improve their travel enjoyment in any way we can.

Please advise your company owners or representatives that we are surveying their customers and that research results from all coach tour customers participating will be available for their information if a company officer will forward a 9"x12" stamped, self-addressed envelope to:

Dr. Allan Worms
T. P. Cooper Bldg.
University of Kentucky
Lexington, KY 40546-0073

Reports of the research will document responses from tour customers at large and no private information of an individual person, family or travel group will be revealed.

Also, to ensure that passengers remember to complete and mail the brief questionnaire, a reminder by you over your P.A. microphone or in some other manner would be appreciated. We hope you could do this near or at the end of their visit in Bardstown. While this research will be of value to both Bardstown and to your company, you may wish to explain, it is designed especially to improve tour visitors' enjoyment.

Thank You.

Allan Worms, Ph.D.
Recreation & Tourism Specialist

Darryl Cremeans, Ph.D.
Scientific Analyst Programmer

BARDSTOWN MOTORCOACH TOURISM STUDY

Dear Friend:

Bardstown and the University of Kentucky are cooperating in a study to learn more about your recreational enjoyment needs. Your candid answers to the questions below will help improve services for you and other visitors.

All responses will be kept confidential and reported only as part of an overall research study. Please complete this survey form at the end of your visit to Bardstown, **seal it in the attached postage-paid envelope** and leave it with your host or mail it to the University (as addressed).

Thank you.

Allan Worms, Ph.D. and Darryl Cremeans, Ph.D.
University of Kentucky

Your arrival time, Please?_____ Expected departure time?_____
(in Bardstown) (month,day,hour) (month,day,hour)

Name of Bus/tour Company _____ City of origin_____

Are you traveling within a pre-formed group? ___Y ___No

If yes, what is your group's name?

_____

What Bardstown attractions or facilities have you visited? _____

_____

What have you enjoyed most in Bardstown? _____

What would improve your enjoyment? _____

Please tell us:

your hometown_____; state____, zipcode_____ your age___

your sex ___M ___F How many children have you?____ How many under 21 ____

Your highest year (or diploma/degree) of education? _____

Your occupation? _____;

Check **household** income: ___0-19,999; ___20,000-29,999; ___30,000-39,999;
___40,000-49,999; ___50,000-59,999; ___60,000-69,999; ___70,000-79,999;
___80,000-89,999; ___90,000-99,999; ___100,000-124,999; ___over 125,000

Are you traveling with: ___wife ___husband ___son ___daughter ___friend(s)
___alone other (explain)_____

Is this your 1st bus tour? ___Yes. If not, how many tours have you been on before? _____ Date of your last previous tour?___/___/___

What do you enjoy most about bus tours?_____

_____

How could **this** tour have been improved?

_____

_____

What has been the most enjoyable stop? Why?

_____

_____

Was this tour priced ...___Economically; ___About right; ___Too expensive;

Price you paid? $_____ Total number of days on this tour? _____

Was this tour length ...___Too short; ___About right; ___Too many days long

What are the **best** months for you to travel? __Jan __Feb __Mar __Apr __May __Jun __July __Aug __Sept __Oct __Nov __Dec __No difference

What magazines do you read most often? _____

What newspapers do you read regularly? _____

What TV Stations do you watch most? (city/call letters) _____/_____; _____/_____

Based on this tour and your visit to Bardstown, please circle only the one value on each scale below that seems <u>most</u> accurate:

Bardstown is:

A friendly community	+3	+2	+1	0	-1	-2	-3 An unfriendly community
A historic community	+3	+2	+1	0	-1	-2	-3 Not so historic
There's a lot to see and do	+3	+2	+1	0	-1	-2	-3 We were bored
We liked the quiet, country setting	+3	+2	+1	0	-1	-2	-3 We like more excitement

About our tour:

Our tour was fun	+3	+2	+1	0	-1	-2	-3 It was not so much fun
Our motorcoach was comfortable	+3	+2	+1	0	-1	-2	-3 It was uncomfortable
The restrooms were large enough	+3	-2	+1	0	-1	-2	-3 The restrooms were small

Please check the three tour features most important to you:

___Musical Events ___Dramas
___Evening Programs ___Great Meals
___Special Events ___Clean Toilets
___Fine Lodging ___Economy Lodging
___Travel Safety ___Coach Comfort
___Local Culture ___Local Ecology
___Escort/Guide Knowledge

Have you observed problems on your tour or in Bardstown that we can correct?

_____

_____

What is your favorite place to visit in Kentucky? _____

Do you expect to return to Bardstown? ___Yes ___No If yes, When_____

Where did you go for your last vacation? _____ When?_____

How long did it last? _____ Please estimate its total cost $_____

What did you enjoy most about it? _____

What is your favorite vacation recreation activity?_____

Have you ever taken a cruise? ___Yes ___No If yes, when? _____

What was the main destination? _____

Do you take short vacations (2 to 4 days)? ___Yes ___No

If Yes, how often?_____

Thank you for answering all the questions. We appreciate your help. Please seal the questionnaire in the University envelope you were given and drop it in any mail box, your hotel mail drop or leave it with your host.

Cover Page

Title of research: A Study of the Frequency and Criticality of Job Tasks and Competencies Performed in Fashion Retailing

Author's Name: Carl A. Woloszyk, Ph.D.
Professor

Mailing Address: 1009 Trimpe Building
Department of Consumer Resources and Technology
Western Michigan University
Kalamazoo, MI 49008

Telephone #: (616) 387-3721

Type of Paper: Reviewed

Running Head: Frequency and Criticality Study

Abstract

A Study of the Frequency and Criticality of Job Tasks and Competencies Performed in Fashion Retailing

A Fashion Retailing Survey instrument was developed and administered to industry representatives. The survey included a total of 496 tasks and competencies organized into 19 units of instruction, which currently represent the MarkED database. Respondents were asked to indicate the importance and frequency of each competency to a store's operation from a chain or independent owner/manager perspective. The results were tabulated and organized into three performance classifications: essential tasks, moderately essential (of some importance) tasks, and non essential tasks. Results of the research will be used in curriculum development efforts for apparel and accessories marketing programs.

A Study of the Frequency and Criticality of Job Tasks and Competencies Performed in Fashion Retailing

Statement of the Problem

Marketing education programs throughout the nation are being developed to match the wide diversity within the field of marketing. Marketing programs must deal with the principles, concepts, attitudes, and skills necessary to prepare students to work in retail, wholesale, service, and manufacturing environments from the first job of a new employee to technical and managerial positions.

Competencies ranging from point-of-sale operations to planning, budgeting, and supervising are all part of a marketing education curriculum. Competencies are defined as the required job tasks, concepts, and attitudes to successfully perform a job in marketing. Curriculum developers and instructors should allocate instructional time based upon the relative importance and frequency of performance for competencies and tasks identified for various marketing programs.

Although a large database currently exists for marketing education programs through the efforts of the Marketing Edcuation Resource Center (MarkED), more research needs to be conducted on the importance of each competency for various programs within the database. A knowledge of the relative importance of each competency and task can assist instructors in developing courses of study which are realistic and focus on expected employee performance for each employment level within the field of marketing

Background for the Study

During the 1991-92 school year a study of the fashion retailing industry using the DACUM process (Norton, 1985) was conducted by a Western Michigan University student under the direction of the researcher to determine the competencies (knowledge and skills) performed in the fashion retailing industry at five levels of employment (entry level, career sustaining, marketing specialist, marketing supervisor, and manager-entrepreneur)

Using the data obtained from the previous study (Guikema,1992) the author during the 1992-93 school year researched the frequency of performance for each identified competency and the criticality of each competency to job performance within fashion retailing.

Purposes for the Study

The purposes of the study were threefold:

1. validate the DACUM listing of fashion marketing tasks and competencies for the MarkED database.

2. determine the criticality and frequency of each competency and task to assist with curriculum revisions to the present fashion merchandising program at Western Michigan University.
3. assist the MarkED consortium in the development of specialized curriculum models and content outlines for apparel and accessories marketing programs offered in secondary and post secondary institutions.

Procedures Used

A Fashion Retailing Survey instrument was developed and administered to industry representatives. The survey included a total of 496 tasks and competencies organized into the 19 units of instruction, which currently represent the MarkED database. The units and the number of competencies surveyed within each unit follows:

Unit	Tasks and Competencies
Selling	44
Promotion	81
Human Resource Management	37
Product Knowledge	20
Risk Management	24
Management	14
Operations	13
Distribution	38
Pricing	14
Purchasing	26
Product/Service Planning	22
Financing	26
Marketing-Information Management	19
Mathematics	27
Communications	19
Career Development	09
Marketing/Business Fundamentals	12
Economics	18
Human Relations	33

Respondents were asked to reflect on the importance and frequency of each competency to the store operation from a chain or independent owner/manager perspective. Respondents also completed a short demographic section before responding to the competencies and tasks contained in the survey. For each of the fashion retailing competencies identified by instructional area respondents were asked to perform the following steps in completing the survey:

1. identify **how frequently** the competency is needed or performed : "never", "daily", "weekly", "monthly" or "yearly" by placing an "X" in the appropriate column.

2. indicate **how important** the knowledge or performance of each competency is to successful job performance : "not important", "of some importance", or "essential" by placing an "X" in the appropriate column.

3. if you feel that the list of competencies for each instructional area is incomplete write the **missing** competencies at the end of the list in the spaces provided.

After the survey instrument was developed it was piloted tested by using three area managers. As a result of the pilot survey, the researcher learned that the survey took approximately 70 minutes to complete, the directions needed to be clearer, and that several tasks needed clarification. After the necessary changes a cover letter was prepared to accompany the survey instrument. The survey was mailed to all fashion retailing stores located within the county of Kalamazoo in Michigan, which were classified as follows:

Standard Industry Code (SIC)	Classification
5611	Male Clothing/Accessory Stores
5621	Women's Clothing Stores
5632	Female Accessory Stores
5641	Child Wear Stores
5651	Family Clothing Stores

By using a business locator service at Michigan State University a total of 35 stores in the above classifications were identified and mailing labels were prepared. From the initial mailing it was learned that 4 of the identified stores were no longer in business. Accordingly, a total of 31 stores became the population for the study. Because of the length of the survey, a $10.00 reimbursement was given to each respondent, who requested it upon the return of the survey. A total of 20 surveys were returned for a response rate of 64.5%.

Results

A complete demographic profile of the respondents in shown in Appendix A. A total of 11 respondents or 55% were employed by chain stores while 9 or 45% of the respondents were from independent stores. A majority of the respondents were 1) employed less than 3 years, 2) manager/owners, 3) female, and; 4) had some post secondary education.

The responses for each competency by frequency of performance and degree of importance were tabulated. Percentage totals were calculated for the importance categories of "not important", "of some importance", and "essential". To determine criticality the researcher assumed that a competency/task was essential to job performance if more than 50% of the respondents indicated that it was essential. Competencies were deemed to be moderately essential (of some importance), if total responses to "of some importance" and "essential" were also greater than 50%. Competencies and tasks were deemed to be non essential if 50% or greater of the respondents indicated that the competency or task was "not important".

The mean responses for the frequency of performance and the percentages totals for criticality were calculated, but because of length limitations are not included with this paper. The narrative results of study listing the competencies and tasks by unit and classification by criticality are found in Appendix B.

Conclusions

The results of the study validated the earlier DACUM study by indicating the relative importance and frequency of performance for competencies developed through the DACUM process. The results should assist MarkED in the further development of suggested content outlines for apparel and accessories marketing programs.

The data from the study provided the researcher with the means to systematically analyze job tasks and competencies performed by employees in fashion retailing. The study provided the necessary framework to make curriculum revisions to the fashion merchandising program at Western Michigan University.

A copy of this research study will be sent to MarkED for their use in further research and curriculum development efforts. The results of the study will also earn Michigan a MarkED membership credit to be applied to the state consortium account.

References

Guikema, K. (April 1992) "A Study to Determine the Job Tasks and Levels of Employment for Apparel and Accessories Marketing Occupations Using DACUM Occupational Analysis". Columbus, OH: ERIC Clearinghouse on Adult, Career and Vocational Education (Accession #ED 344 092)

Norton, R.E. (1985) DACUM Handbook. Columbus, OH: The National Center for Research in Vocational Education, Ohio State University.

Appendix A
Respondent Demographics
(total of 20 respondents)

Background Information

1. How would you classify your store?

_____ chain 11 (55%) _____ independent 9 (45%)

2. How many years have you been in your current position?

_____ 1-3 years 12 (60%) _____ 3- 5 years 2 (10%)

_____ 5- 8 years 2 (10%) _____ 8-10 years 1(5%)

_____ 10-15 years 1 (5%) _____ over 15 years 2 (10%)

3. Which of the following job titles most closely identifies your current position? If your job title is not found below, please identify your job title in the "other" category.

_____ Assistant Manager 5 (25%) _____ Customer Service Manager

_____ Department Manager _____ Department Supervisor 1(5%)

_____ District Manager _____ Manager/Owner 3(15%)

_____ Merchandise Manager _____ Operations Manager

_____ Store Manager 11 (55%) _____ Regional Manager

_____ Other (identify) _____

4. What is your sex? _____ Male 2(10%) _____ Female 18 (90%)

5. What is your educational background?

_____ less than a HS Grad _____ HS Grad 3 (15%)

_____ 1-2 years of College 5 (25%) _____ 3- 4 years of College 3 (15%)

_____ 4 Yr. College Grad 8 (40%) _____ 1-2 years of Graduate School 1(5%)

_____ Master's Degree _____ Ph.D.

_____ Other training (please identify) _____

Appendix B
Importance of Tasks
Unit: Selling

Essential Tasks

S.01 Explain the importance of selling
S.02 Explain company selling policies
S.03 Analyze customers
S.04 Address needs of individual customers (clients)
S.05 Use buying motives as basis of sales presentation
S.06 Facilitate customer buying decisions
S.07 Explain key factors in building a clientele
S.08 Explain the selling process
S.09 Open the sales presentation
S.10 Question/Probe for information
S.11 Question/probe for information (advanced)
S.12 Suggest product substitutions
S.13 Demonstrate product
S.14 Use feature/benefit selling
S.15 Handle customer/client objections
S.16 Close the sale
S.17 Use suggestion selling
S.18 Explain follow-up techniques
S.19 Maintain/Use customer/prospect list
S.20 Obtain product information from sources on/with item
S.21 Use company promotional material for selling information
S.23 Obtain information from appropriate individuals/management
S.28 Wrap/Pack merchandise
S.29 Process special orders
S.30 Sell gift certificates
S.32 Explain sales quotas
S.34 Explain the (floor) responsibilities of the sales staff
S.35 Maintain sales records
S.36 Explain the nature of sales training
S.37 Conduct seasonal fashion clinics/workshops for sales personnel
S.38 Develop sales-incentive programs
S.39 Analyze selling strategies appropriate to a business/customer
S.40 Establish sales objectives
S.44 Prepare sales report

Moderately Essential (of some importance) Tasks

S.22 Explain services and terms being advertised by competitors
S.24 Explain use of brand names in selling
S.25 Explain fashion brand images
S.26 Arrange alterations
S.27 Arrange delivery of purchases
S.31 Process telephone orders

Unit: Selling (continued)

S.33 Develop sales quotas by merchandise lines
S.41 Set up sales calls/reporting system

Non Essential Tasks

S.42 Explain the nature of telemarketing
S.43 Organize sales territories

Unit: Promotion

Essential Tasks

P.01 Explain the role of promotion
P.14 Explain the use of visual merchandising
P.15 Explain the use of visual merchandising to create image
P.16 Explain the relationship of merchandising and visual merchandising
P.17 Explain types of display arrangements
P.18 Explain display techniques that encourage identification with client
P.30 Prepare merchandise for display
P.31 Arrange display products
P.32 Dress and assemble mannequins
P.33 Adjust/install lighting
P.34 Maintain display working area
P.36 Assemble displays
P.37 Inspect/Approve displays
P.40 Maintain displays
P.48 Plan sales promotions
P.58 Coordinate promotional activities

Moderately Essential (of some importance) Tasks

P.02 Explain the types of promotion
P.05 Explain the types of media
P.07 Calculate media costs
P.08 Select promotional media
P.10 Evaluate media/advertising effectiveness
P.11 Explain parts of a print advertisement
P.12 Prepare (print) advertising copy
P.13 Check advertising proofs
P.19 Develop color scheme
P.20 Construct display backgrounds
P.21 Select display fixtures
P.22 Explain the use of vendor support/display aids
P.23 Explain supply and fixture purchase decisions
P.28 Design special-purpose displays
P.41 Dismantle displays
P.42 Promote through publicity
P.43 Explain nature of company participation in community activity
P.45 Decorate business/department for special event
P.46 Plan use of specialty advertising, premiums, etc.

P.49 Explain promotional methods for apparel and accessories
P.53 Explain the nature of a promotional campaign
P.54 Select products for promotion
P.55 Use past advertisements for promotional advertising
P.56 Coordinate promotional activities
P.57 Plan/Schedule displays/theme with management
P.61 Prepare an advertising budget
P.62 Seek cooperative advertising/promotional materials
P.65 Determine promotional objectives
P.66 Plan promotional schedule
P.68 Select advertising layouts
P.69 Prepare advertising calendar
P.71 Select promotional mix
P.72 Monitor competitors' promotions
P.73 Select promotional theme
P.74 Develop promotional plan for business
P.75 Use display fixtures
P.78 Plan special promotions (credit, employee incentives)
P.80 Approve advertising budget

Non Essential Tasks

P.03 Explain the concept of promotional mix
P.04 Explain the use of slogans
P.06 Explain types of media used by competitors
P.09 Contract for print advertising
P.24 Explain sign printing/production procedures
P.25 Letter display signs
P.26 Design display signs
P.27 Design preliminary display sets
P.29 Explain assembly considerations
P.35 Explain recordkeeping procedures for display storage
P.38 Maintain display records
P.44 Write news release
P.47 Design seasonal/special event catalog
P.50 Use community leaders and activities to develop an image
P.51 Arrange trunk showing (apparel)
P.52 Explain key elements of a fashion show
P.59 Develop a comprehensive, company-wide promotional campaign
P.60 Prepare promotional budget
P.63 Use advertising agency
P.64 Determine/Approve promotional policy/strategy
P.67 Develop advertising headlines
P.70 Develop radio advertisement
P.76 Explain the use of catalogs as a promotional tool
P.77 Select an advertising agency
P.79 Approve news release
P.81 Approve comprehensive, company-wide promotional campaign

Unit: Product Knowledge

Essential Tasks

J.01 Use common apparel and accessories terminology
J.02 Use characteristics of fibers, yarns, and fabrics to identify benefits
J.03 Identify special finishes on fabrics to identify benefits
J.05 Evaluate style characteristics of women's apparel
J.08 Evaluate silhouette/model characteristics of women's apparel
J.10 Use characteristics of outerwear to identify benefits
J.15 Advise customers on current fashions
J.17 Determine size and fit (women's apparel)
J.19 Explain garment construction methods and features to identify benefits
J.20 Maintain quality control standards for apparel and accessories

Moderately Essential (of some importance) Tasks

No tasks identified.

Non Essential Tasks

J.04 Evaluate style characteristics of men's apparel
J.06 Evaluate style characteristics of children's apparel
J.07 Evaluate silhouette/model characteristics of men's apparel
J.09 Evaluate silhouette/model characteristics of children's apparel
J.11 Use characteristics of men's foundation/swimwear to identify benefits
J.12 Use characteristics of women's foundation/swimwear to identify benefits
J.13 Use characteristics of children's foundation/swimwear to identify benefits
J.14 Use characteristics of shoes, footwear and accessories to identify benefits
J.16 Determine size and fit (children's apparel)
J.18 Determine size and fit (men's apparel)

Unit: Human Resource Management

Essential Tasks

F.01 Plan and organize work
F.02 Schedule employees
F.03 Maintain personnel records
F.09 Determine hiring needs
F.11 Explain ways to develop a positive working environment
F.12 Explain ways to build employee morale
F.13 Explain the concept of staff motivation
F.17 Handle employee complaints and grievances
F.21 Select new employees
F.22 Plan goals and objectives for specific jobs
F.23 Orient new employees

Unit: Human Resource Management (continued)

Essential Tasks

F.24 Orient new employees (management's role)
F.27 Assist in training others
F.29 Supervise work of employees
F.30 Evaluate employees
F.35 Interview job applicants

Moderately Essential (of some importance) Tasks

F.04 Process employee transfer records
F.06 Develop personnel organizational plan
F.07 Develop job classifications
F.08 Write job descriptions
F.10 Establish personnel policies
F.14 Explain relationship of communications with employee motivation
F.15 Explain the concept of employee participation in decision-making
F.16 Explain the role of leadership in business
F.18 Use evaluation data for staffing decisions
F.19 Explain techniques for recruiting new employees
F.20 Explain techniques for recruiting management personnel
F.25 Explain the role of training and human resource development
F.26 Explain the nature of management/supervisory training
F.28 Conduct training class/program
F.31 Explain the nature of remedial action
F.32 Conduct an exit interview
F.33 Explain the nature of wage and benefit programs
F.34 Develop employee incentive program
F.36 Approve remedial action

Non Essential Tasks

F.05 Calculate personnel turnover rate
F.37 Approve employee incentive program

Unit: Risk Management

Essential Tasks

R.03 Explain routine security precautions
R.05 Explain shoplifting policies/procedures
R.07 Explain procedures for preventing internal theft
R.09 Use safety precautions
R.11 Identify/Use methods for protecting merchandise
R.17 Establish policies and procedures for business security
R.20 Establish safety policies and procedures
R.21 Follow procedures in robbery situations
R.22 Follow shoplifting policies/procedures
R.23 Follow procedures for handling financial resources

R.24 Establish policies for handling financial resources

Moderately Essential (of some importance) Tasks

R.01 Explain the types of risk
R.02 Explain risk management methods
R.04 Explain procedures in robbery procedures
R.06 Use fire and safety equipment
R.08 Develop emergency measures and plans
R.10 Explain procedures for handling accidents
R.13 Obtain insurance coverage
R.15 Follow procedures for handling financial resources
R.18 Correct hazardous working conditions
R.19 Establish fire prevention program

Non Essential Tasks

R.12 Obtain service contracts to limit liability
R.14 Settle insurance claims
R.16 Bond employees (jewelry/furs)

Unit: Management

Essential Tasks

H.01 Explain the nature of overhead/operating costs
H.02 Explain employee role in expense control
H.03 Determine cost-effective operating hours
H.04 Develop expense-control plans

Moderately Essential (of some importance) Tasks

H.05 Explain the nature of operating budgets
H.06 Develop sales-support budget
H.07 Develop company-wide budget
H.08 Use budgets to control operations
H.09 Analyze operating results in relation to budget/industry
H.10 Develop company objectives (for management unit)
H.13 Explain types of records needed for business operations
H.14 Establish operating policies

Non Essential Tasks

H.11 Explain external planning considerations
H.12 Explain legal considerations for company operation

Unit: Operations

Essential Tasks

I.02 Handle company equipment properly
I.03 Operate business machines (i.e. calculator, keyboard, etc.)
I.05 Explain the use of computers

Unit: Operations (continued)

Essential Tasks

I.06 Explain the functions of store maintenance
I.07 Complete housekeeping responsibilities
I.10 Open and close store
I.11 Analyze the business's environment

Moderately Essential (of some importance) Tasks

I.01 Explain the nature and scope of operations
I. 04 Explain the use of general office equipment
I.08 Manage supplies
I.09 Plan maintenance program
I.13 Select business premises

Non Essential Tasks

I.12 Select business location

Unit: Distribution

Essential Tasks

K.04 Determine check-in processing priorities
K.05 Check incoming stock
K.06 Reconcile shipping/receiving discrepancies
K.07 Process damaged product
K.08 Process returns to vendor
K.09 Price mark stock (stamps, tags, tickets, etc.)
K.10 Record price changes
K.14 Transport stock to selling floor
K.15 Determine and maintain best location for merchandise
K.19 Monitor inventory levels
K.20 Complete inventory counts
K.21 Organize stock counts
K.22 Explain the nature of inventory control systems
K.24 Calculate inventory shrinkage
K.25 Maintain unit inventory control systems
K.26 Explain the nature of dollar inventory control systems
K.27 Maintain dollar inventory control systems
K.32 Establish stock handling procedures
K.37 Check for shipping/receiving discrepancies
K.38 Transfer merchandise (to/from branches, etc.)

Moderately Essential (of some importance) Tasks

K.01 Explain the nature and scope of distribution
K.02 Explain the receiving process
K.03 Explain stock-handling techniques used in receiving deliveries
K.11 Explain storing considerations

Unit: Distribution (continued)

K.12 Select appropriate storage equipment
K.13 Store merchandise in an appropriate manner
K.16 Prepare merchandise for transfer to/from branches
K.17 Establish receiving/delivery schedules
K.18 Define common shipping terms
K.23 Explain types of unit control systems
K.28 Establish inventory control system
K.31 Plan merchandise storage space
K.36 Organize merchandise storage space

Non Essential Tasks

K.29 Explain the nature of channel strategies
K.30 Select appropriate channels
K.33 Select physical carriers
K.34 Coordinate distribution with other marketing activities
K.35 Choose appropriate product packaging

Unit: Pricing

Essential Tasks

No essential tasks identified for this unit.

Moderately Essential (of some importance) Tasks

N.01 Explain the nature and scope of pricing
N.02 Explain factors affecting selling price
N.03 Explain the psychological effects of pricing
N.04 Calculate break even points
N.05 Explain the nature of company pricing policies/strategies
N.07 Adjust prices
N.08 Establish mark-up for each line
N.09 Establish pricing policies
N.10 Determine pricing strategies
N.11 Establish discount policies
N.12 Establish selling price (management)
N.06 Explain the legal considerations of pricing
N.13 Establish price
N.14 Establish pricing structure

Non Essential Tasks

No non essential tasks identified.

Unit: Purchasing

Essential Tasks

No essential tasks identified for this unit.

Unit: Purchasing (continued)

Moderately Essential (of some importance) Tasks

- Q.02 Explain company buying/purchasing policies
- Q.04 Determine what to buy
- Q.05 Determine quantities to buy
- Q.06 Determine when to buy
- Q.07 Choose vendors/resources
- Q.08 Explain the role of fashion designers
- Q.19 Plan stock
- Q.15 Schedule regular product deliveries

Non Essential Tasks

- Q.01 Explain the nature and scope of buying/purchasing
- Q.03 Explain the nature of buying/purchasing process
- Q.09 Prepare a buying plan
- Q.10 Plan a buying trip
- Q.11 Analyze/select appropriate products
- Q.12 Calculate merchandising-related discounts
- Q.13 Determine final cost of product to company
- Q.14 Order merchandise
- Q.16 Authorize payments for merchandise
- Q.17 Analyze proposed purchases
- Q.18 Explain the nature of purchasing budgets
- Q.20 Plan reductions
- Q.21 Plan purchases
- Q.22 Prepare/review purchasing budgets
- Q.23 Follow-up on completeness and delivery of orders
- Q.24 Obtain competing prices from vendors
- Q.25 Establish vendor standards
- Q.26 Negotiate purchasing contract

Unit: Product/Service Planning

Essential Tasks

- O.17 Explain the role of special customer services
- O.21 Identify target markets

Moderately Essential (of some importance) Tasks

- O.01 Explain the nature and scope of product/service planning
- O.03 Explain critical aspects of business image
- O.04 Explain applicable grades and standards
- O.05 Explain warranties and guarantees
- O.07 Explain consumer protection provisions of appropriate agencies
- O.08 Explain the concept of product mix
- O.12 Explain the nature of product positioning
- O.14 Explain environmental factors conducive to customer/client

satisfaction (environmental factors in a business)

Unit: Product/Service Planning (continued)

O.16 Determine space allocation and layout
O.18 Analyze a company's image
O.19 Analyze a product's life cycle
O.22 Develop product/service plans and schedules

Non Essential Tasks

O.02 Explain the nature of product life cycles
O.06 Explain the role of branding
O.09 Explain the concept of assortment planning
O.10 Plan product mix
O.11 Explain the nature of the product development process
O.13 Explain the nature of packaging
O.15 Explain business location decisions
O.20 Analyze a store's/company's life cycle

Unit: Financing

Essential Tasks

L.23 Comply with credit regulations
L.26 Comply with bankcard acceptance procedures

Moderately Essential (of some importance) Tasks

L.03 Facilitate consumer/individual credit applications
L.05 Interpret/Explain credit policies
L.06 Explain bank credit cards (such as MasterCard or VISA)
L.08 Explain credit statements
L.09 Process customer credit invoices/statements
L.21 Obtain line of credit
L.24 Establish collection procedures
L.25 Establish collection periods

Non Essential Tasks

L.01 Explain the nature and scope of financing
L.02 Explain the purposes and importance of credit
L.04 Facilitate business/group credit applications
L.07 Make/order charge plate/card
L.10 Analyze customer accounts
L.11 Collect past due accounts
L.12 Arrange extended repayment plan
L.13 Close credit accounts
L.14 Explain the factors affecting extension of credit

Unit: Financing (continued)

Non Essential Tasks

L.15 Explain the use of credit bureaus
L.16 Explain the legal considerations for granting credit
L.17 Extend credit policies and procedures
L.18 Establish credit policies and procedures
L.19 Develop credit application form
L.20 Explain the purpose/importance of obtaining credit (business)
L.22 Use the services of credit bureaus

Unit: Marketing-Information Management

Essential Tasks
M.09 Interpret trends in sales volume
M.11 Identify fashion trends
M.12 Determine sales potential
M.14 Forecast sales

Moderately Essential (of some importance) Tasks
M.08 Explain the nature of sales forecasts
M.10 Interpret market demand
M.13 Interpret factors affecting market share
M.15 Develop marketing plan
M.16 Comparison shop competitors' merchandise
M.19 Develop marketing strategy

Non Essential Tasks
M.01 Explain the nature and scope of marketing-information mgt.
M.02 Explain the nature of marketing research (what it is, process)
M.03 Select sources of information (primary vs. secondary)
M.04 Select research method for gathering data (survey, experimental, personal interview, observational, etc.)
M.05 Develop simple questionnaire
M.06 Prepare sampling plan
M.07 Explain the nature of demand analysis
M.17 Analyze need to conduct marketing research
M.18 Identify marketing research objectives

Unit: Mathematics

Essential Tasks
B.01 Solve addition problems
B.02 Solve subtraction problems
B.03 Solve multiplication problems
B.04 Solve division problems

B.05 Solve mathematical problems involving fractions
B.06 Solve mathematical problems involving percentages
B.07 Read charts and graphs
B.10 Make change
B.11 Inspect for counterfeit currency
B.12 Operate register/P.O.S. terminal
B.13 Prepare/Maintain cash drawers
B.14 Correct register/terminal errors
B.15 Close out register/terminal
B.16 Verify/record cash
B.17 Calculate tax, discounts, and miscellaneous charges for purchases
B.18 Complete sales checks
B.19 Complete charge sale transactions
B.20 Accept customer/client checks
B.21 Verify identification
B.22 Process layaway sales
B.23 Complete bank deposits/records
B.24 Record and report sales tax
B.25 Calculate net sales
B.26 Interpret profit and loss statements
B.27 Prepare/Process UPS shipping forms

Moderately Essential (of some importance) Tasks

No moderately essential tasks identified for this unit.

Non Essential Tasks

B.08 Convert American standard measurements to metric measurements (shoes, imported clothing)
B.09 Solve first-degree algebraic equations

Unit: Communications

Essential Tasks

C.01 Explain the nature of effective communications
C.02 Use proper grammar and vocabulary
C.03 Explain the nature of effective verbal communications
C.04 Address people properly
C.05 Use telephone in businesslike manner
C.06 Make oral presentation about product knowledge
C.11 Listen to and follow directions
C.12 Explain the nature of staff communications
C.13 Read inter-departmental/company communications
C.14 Read employee publications
C.15 Give directions for completing job tasks
C.16 Conduct staff meeting
C.17 Develop listening skills

Moderately Essential (of some importance) Tasks

C.07 Explain the nature of written communications
C.08 Write business letters
C.09 Prepare simple written reports
C.10 Prepare complex written reports
C.18 Write fashion show commentary

Non Essential Tasks

C.19 Deliver fashion show commentary

Unit: Career Development

Essential Tasks

E.04 Complete a job application
E.05 Interview for a job

Moderately Essential (of some importance) Tasks

E.01 Conduct a job search
E.02 Prepare a resume
E.03 Write a letter of application

Non Essential Tasks

E.06 Explain the use of trade journals/periodicals
E.07 Explain the role of professional/trade organizations
E.08 Explain the nature of trade shows
E.09 Explain the role of dealer/franchise meetings

Unit: Human Relations

Essential Tasks

D.01 Develop personality traits important to business
D.02 Maintain appropriate personal appearance
D.03 Maintain positive attitude
D.04 Demonstrate interest and enthusiasm
D.05 Demonstrate responsible behavior
D.06 Demonstrate honesty and integrity
D.07 Demonstrate orderly and systematic behavior
D.08 Demonstrate initiative
D.09 Demonstrate self-control
D.10 Demonstrate appropriate creativity
D.11 Explain the concept of self-esteem
D.12 Use feedback for personal growth
D.13 Adjust to change
D.14 Set personal goals
D.15 Use time management principles
D.16 Foster positive working relations
D.17 Explain the nature of positive customer/client relations

Unit: Human Relations (continued)

Essential Tasks

D.18 Handle customer inquiries
D.19 Direct customer/client to other locations
D.20 Explain management's role on customer relations
D.21 Show empathy for others
D.22 Use appropriate assertiveness
D.23 Explain procedures/options for handling difficult customers
D.24 Interpret business policies to customers/clients
D.25 Handle customer/client complaints
D.26 Reinforce other's positive behavior
D.27 Demonstrate an understanding of a diversified workforce
D.28 Demonstrate sensitivity to ethic differences
D.29 Demonstrate sensitivity to cultural differences
D.30 Demonstrate sensitivity to disable difference
D.31 Recognize the abilities of others
D.32 Demonstrate ethical behavior
D.33 Explain personal strengths and weaknesses

Moderately Essential (of some importance) Tasks

No moderately essential tasks identified for this unit.

Non Essential Tasks

No non essential tasks were identified for this unit.

Unit: Marketing and Business Fundamentals

Essential Tasks

G.02 Explain marketing and its importance
G.09 Explain the concept of merchandising
G.10 Explain the concept of marketing strategies

Moderately Essential (of some importance) Tasks

G.01 Explain the nature of business activities
G.03 Explain the concept of management
G.04 Explain the concept of production
G.05 Explain the concept of accounting/finance
G.06 Explain the relationship of business and society
G.07 Explain the types of business ownership
G.09 Explain the concept of market and market identification
G.12 Explain the nature of channels of distribution

Non Essential Tasks

G.08 Explain the marketing functions and related activities

Unit: Economics

Essential Tasks
No essential tasks were identified for this unit.

Moderately Essential (of some importance) Tasks

A.01 Explain the concept of economic goods and services
A.05 Explain the concept of supply and demand
A.06 Explain the concept of price
A.10 Explain the concept of profit
A.11 Explain the concept of risk
A.12 Explain the concept of competition
A.13 Explain the concept of productivity
A.14 Explain the concept of specialization/division of labor
A.17 explain the concept of business cycles

Non Essential Tasks

A.02 Explain the concept of economic resources
A.03 Explain the concept of economic activities
A.04 Explain the concept of utility
A.07 Explain the types of economic systems
A.08 Explain the relationship of government and business
A.09 Explain the concept of private enterprise
A.15 Explain the concept of organized labor
A.16 Explain the concept of gross national product
A.18 Explain the nature of international trade

THE RELATIONSHIP OF ENTREPRENEURSHIP/SELF-EMPLOYMENT TO CAREER GUIDANCE AND CAREER EDUCATION IN KANSAS SCHOOLS, 1993

WRITTEN BY:

DR. KENNETH HOFFMAN
PROFESSOR OF BUSINESS EDUCATION
EMPORIA STATE UNIVERSITY
P.O. BOX 4023
EMPORIA, KS 66801

AND

KAREN ANN CHRISTY
GRADUATE TEACHING ASSISTANT IN BUSINESS EDUCATION
EMPORIA STATE UNIVERSITY
P.O. BOX 4023
EMPORIA, KS 66801

SUBMITTED AS A REVIEWED OR CRITICAL ISSUE/CONCERN PAPER
TO THE 1994 MARKETING EDUCATION RESEARCH CONFERENCE

JANUARY 10, 1994

ABSTRACT

This paper contains information from a survey conducted in Kansas about the uses of entrepreneurship and self-employment in career development. Sections on the history of career education and career development are highlighted and examples of the models are given. Charts, tables, and figures have been included which demonstrate that entrepreneurship and self-employment are included in the career development programs of high schools, technical schools, and colleges in Kansas. Competencies that would further enhance this career option are identified.

THE RELATIONSHIP OF ENTREPRENEURSHIP/SELF-EMPLOYMENT TO CAREER GUIDANCE AND CAREER EDUCATION IN KANSAS SCHOOLS, 1993

A Short History of Career Education and Career Development

Frank Parsons is generally recognized as the first popular expositor of career development. His work, Choosing a Vocation appeared in 1909. Parsons proposed a three step process of career development and career preparation which is generally described as the trait-factor theory. This theory suggests that one's interests can be systematically matched with a particular work environment. This theory opened the door to new research and expansion of career development and career guidance. During the period from 1910 to 1950 there was an emphasis on trait/factor testing and self assessment instruments which applied and amplified the works of Parsons and others.

Career Development research in the post World War II society responded to a different need for educational planning and career information. In response to the needs of GI Bill veterans much interest was focused on career information, career advice, and career guidance. Career guidance was birthed with the emergence of advanced career development research and writing. Landmarks in the career guidance movement were the theories of occupational choice of Ginzberg, Ginzberg, Axelrod, and Herma (1951), Roe (1956) and

Super (1957). The work of these pioneers inspired other theorists and researchers to add to the development of the career guidance movement. The predecessor of career education was the widespread acceptance by career guidance personnel of career development theory. The idea of vocational behavior as a developmental process can be attributed in part to Donald Super (1957). Super added a time dimension to career decision making by introducing the idea that vocational decision making extends across the life span. Super's writings emphasized matching a self concept to careers.

Another theorist who has contributed significantly to career development is John Holland. Holland (1973) proposed a more structural developmental theory which focused on understanding one's self and developing an occupational preference. A person develops a preference system by way of which that person accepts certain occupational values and rejects others.

Widespread acceptance of career development as a meritorious operational theory led to the growth of career education in the early 1970's. Career education as defined by Hoyt, Evans, Mackin, and Magnum (1972) was a pervasive cooperative effort between the school and the community. This cooperative effort, which runs through all levels of education, aims to help students become familiar with the values of a work oriented society, integrate these values into their personal value system, and implement these values into their personal lives. The end result is that work becomes possible, meaningful, and satisfying to each individual.

As early as 1968 the U.S. Commissioner of Education had popularized the term "career education". In the seventies, federal vocational education legislation provided funding for initial career education models and pilot programs. Local schools in America swiftly inaugurated many successful career education programs during that decade. The more famous and most widely promoted were the Akron, (Ohio) Career Development Program, the Pima County (Arizona) Developmental Career Guidance Program, Project Ceres (Ceres, California), Project MATCH (Ontario, California), Project CAP (Greenland, Arkansas), Project CDCC (Galoma, Michigan), Project Discovery (Red Oak, Iowa), Project HEAR (Princeton, N.J.), and Project Equality (Seattle, Washington). These successful programs were highlighted in the publication entitled Career Education Programs that Work, from the Office of Career Education, Washington D.C., (1979).

When federal vocational grant money was removed from the scene, career education start-ups diminished and programs which were initiated under these grants became less visible. In early 1993, only a portion of the original career education programs were still active. However, career education efforts were found to be part of the total guidance program. Missing were the original uniqueness and robust excitement of the 70's.

The career education model widely recommended by the U.S. Office of Education clung to the developmental model of Super and Holland which postulated that career development and vocational maturation occur simultaneously and in clear cut stages. These

stages, in sequential order (Hoyt, Evans, Mackin, and Mangum, 1973) are: 1) awareness of primary work roles played by persons in society, 2) exploration of work roles that an individual might consider as important, possible, and probable for himself or herself, 3) vocational decision making, 4) establishment (including preparing for and actually assuming a primary work role), and 5) maintenance (all of the ways in which one gains- or fails to gain- personal meaningfulness and satisfaction from the primary work role he or she has assumed). The keys to the model are the concepts of work role and work values. Missing from these key concepts was the recent development of the entrepreneurial and business managerial career options.

Entrepreneurship: The 1980 addition to the Career Education Model

Calhoun and Finch (1982, p. 96) stated that career education is an educational process, a means to an end, the end being the realization of the individual's economic, political, social and personal goals. The commonly accepted model from this Calhoun and Finch's book illustrated three major principles of career education:

1. There is a continuum of career phases, ranging from career awareness to career preparation, with intermediate stages of career exploration and orientation.

2. Learning experiences both within and outside the formal school structure should be selected as a means of helping the individual to fulfill his or her economic, political, social, and personal goals. Thus subject matter is selected for its contribution to the student's goals. Learning experiences of more depth are needed throughout life as individuals set and reset goals.

3. There is a movement toward an individualized approach to learning.

The advent of interest in entrepreneurship as one of the career options available to American students has encouraged changes in the original career education model. No longer is working for another the only approach to career education. Students now have more choices to become the employer and not just the employee. Much curriculum development and many school models have emerged in the last 15 years in U.S. schools to promote and initiate new business start-up and small business management. International interest has taken these successful models into schools world wide.

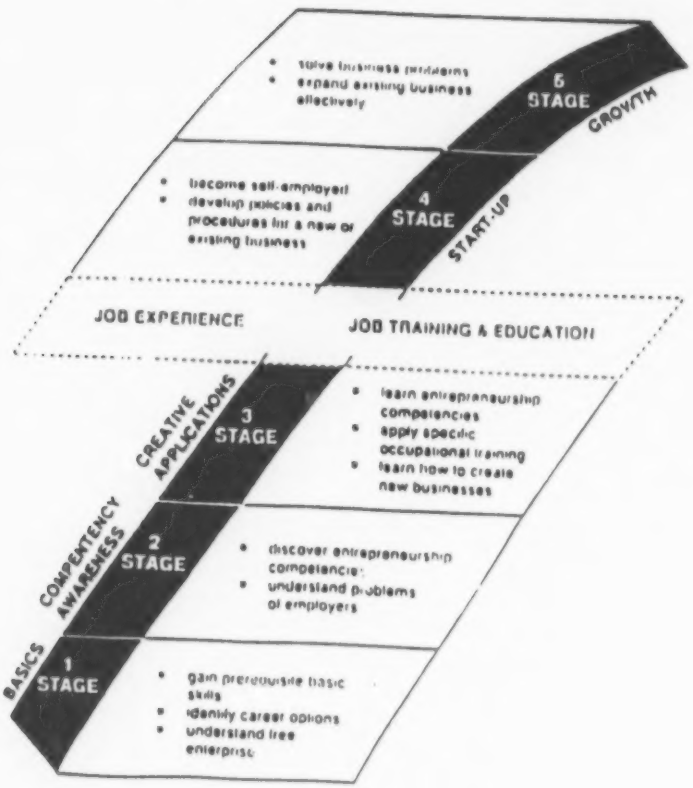
Starting in 1987, the Kansas State Department of Education encouraged the career exploration phases of entrepreneurship among high schools, area vocational-technical schools, and community colleges. Their support has been based upon the education model developed by the National Consortium on Entrepreneurship Education at Ohio State University. This model (Ashmore, 1986) is reproduced in Figure 1 and is widely used as a guide to planning and articulation in entrepreneurial education.

One can see the developmental similarities between the Ohio State entrepreneurship model and the Calhoun and Finch career education model. Three questions can be posed by the authors based upon the current content of career education: What effect has the emergence of entrepreneurial education had on career guidance and career education efforts? What concrete evidence is there that career education theorists and practitioners have recognized this

need and this option for U.S. students? How can the essentials of entrepreneurship career development be included in the general career guidance model of 1982?

FIGURE 1

LIFELONG ENTREPRENEURSHIP EDUCATION MODEL



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Business Ownership and Management as a Career Option

Thirteen percent of the U.S. labor force was self employed in 1990 (Silvestri, 1991). About 10 million worked in their own unincorporated business and 3.5 million owned incorporated firms. Approximately 2 million worked for wages and salaries in their primary jobs but were also self-employed in part-time business (Silvestri, 1991). Although Silverstri estimates there were about 15,500,000 self-employed in 1990, IRS 1990 data puts the number of tax returns from small business at close to 20 million (Statistical Abstract, 1992).

The self-employed can be found in all sectors of the economy. The service sector represents 40% of all employed workers and contains the largest portion of the self-employed (4 million) (Statistical Abstract, 1990). The self-employment picture has also been changing in recent years. Agriculture lost approximately one quarter-million and retail declined by 89,000 self-employed between 1980 and 1990 (Silvestri, 1991).

Between 1983 and 1990 the largest increase in self-employment occurred among women. Self-employed women increased twice as fast as men during the same period (Silvestri, 1991). Distribution of self-employed by age was similar to the total employed except for the workers between 16 and 24. This group represented only 4.5% for self-employed as compared to 16.98 percent of total employment (Silvestri, 1991).

Incorporated self-employed increased more rapidly between 1983 and 1990 than unincorporated self-employed. The 3.5 million incorporated self-employed workers could primarily be found in three categories: management, sales, and professional (Silvestri, 1991).

It is estimated that self-employment will see an average annual growth of 1.2 percent through 2005, an increase of 18,720 annually (Statistical Abstract, 1992). Common sense dictates that some attention should be given to entrepreneurship and self employment in career development literature.

Entrepreneurship Competencies in Career Education

One source of support for including entrepreneurship in career education is the comprehensive career development model published by the National Occupational Information Coordinating Council (NOICC). This model contains several subcompetencies related to entrepreneurship. The Kansas State Department of Education (1991) conducted a survey of Kansas teachers and principals asking them to what extent counselors in their schools incorporated the NOICC competencies into their school programs. The twelve competencies identified by NOICC were applied to three levels, the elementary, the middle school, and the high school. Those which apply to entrepreneurship are listed in Table 1.

Table 1
Awareness of principals and teachers about the usage of NOICC entrepreneural competencies in Kansas Schools, 1991
(By Percentage)

Competency	Elementary		Middle School		High School	
	Tchr.	Prin.	Tchr.	Prin.	Tchr.	Prin.
Describe ways in which self employment differs from working with others	17%	19%				
Identify sources to obtain information about occupational groups including self employment			31%	11%		
Describe skill needed in a variety of occupations, including self employment			31%	19%		
Describe the advantages and disadvantages of self employment as a career option					34%	31%
Describe the costs and benefits of self employment					17%	19%

The significance of the results of this survey lies in the fact that teachers and principals were aware that these self employment competencies were being incorporated into the guidance programs in Kansas Schools. The existence of these competencies in the NOICC model also holds great significance to entrepreneurship educators. The high percentages of teachers and principals in Kansas who said they were aware that the five subcompetencies were

part of career guidance in Kansas Schools points to the fact that entrepreneurship and self employment are accepted parts of career guidance and career education in this state.

In addition to Kansas, one other state, New Jersey, utilized these same NOICC career competencies in developing what they called a National Model for Career Education (1991).

Career Education and Entrepreneurship in Kansas

As a follow-up to the NOICC study of 1991, Karen Christy and Kenneth Hoffman conducted a study of 169 Kansas guidance counselors to itemize the career development practices of Kansas schools that relate to entrepreneurship (1993). A summary of data collected is included in Appendix I. This study included about half of the 304 unified school districts and all the community colleges in Kansas. Information was obtained from 146 high schools, 19 community colleges, two technical schools, and from 2 schools which were not identifiable. Of the 169 schools studied, 100 (59%) were classified by their counselors as rural, 21 (12%) as urban, 15 (9%) as suburban, and 31 (18%) were not classified.

It needs to be noted in the Christy and Hoffman survey results that respondents could choose from among several responses to the same question. Therefore, many of the percentages will not add up to 100% of total schools, but will be 100% of those responding to that particular question. These results are only a sampling of what is going on in the schools of Kansas. Out of the total 169 schools, 146 or 86% of the respondents were from high schools.

Community colleges personnel returned 19 surveys or 11% and there were 2 vo-tech school counselors represented. Two schools were listed as "other".

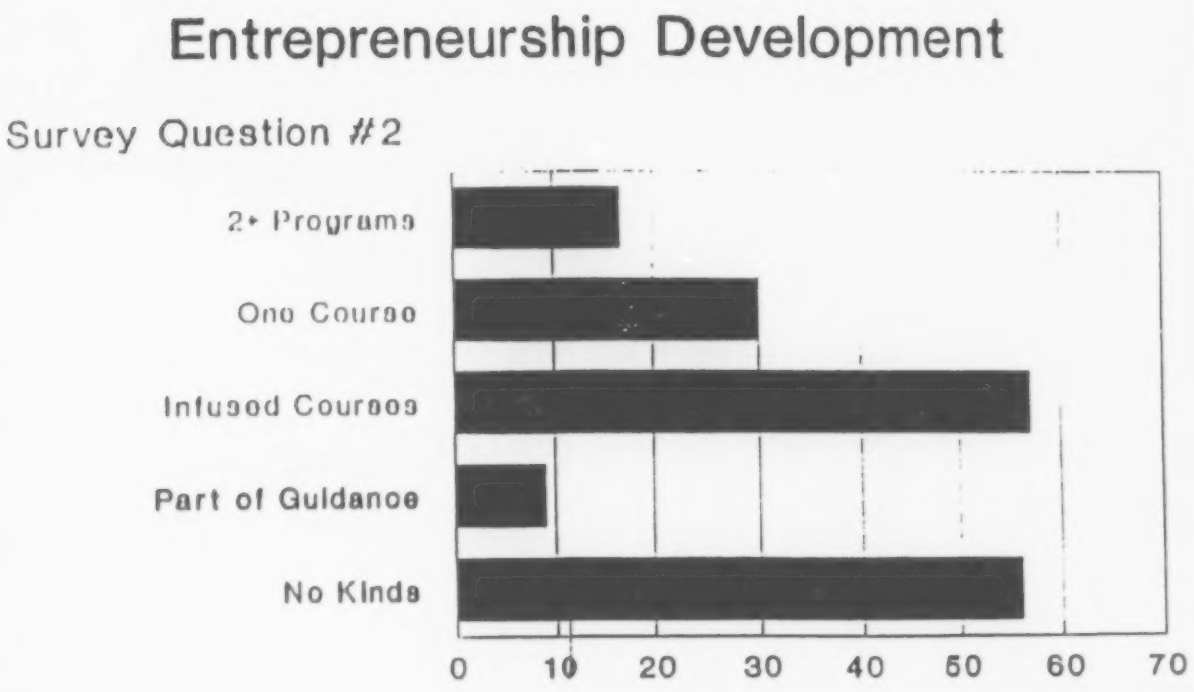
The first question asked what kinds of career development were available to prepare students for entrepreneurship or self-employment. There were five possible choices:

1. Programs with two or more courses.
2. One course with primary emphasis on entrepreneurship.
3. Courses that infused entrepreneurship activities and career development into existing outlines.
4. Part of an established guidance program.
5. No kinds of entrepreneurship development going on.

Seventeen (10%) of these schools were said to have an entrepreneurship or self-employment program with two or more related courses. Thirty counselors (18%) said their schools had one course with a primary emphasis on entrepreneurship or self-employment. Fifty-seven (34%) said their school infused these two topics into existing courses. Five percent of the schools (8) were said to incorporate entrepreneurship career preparation into their guidance or career education programs. Fifty-seven (33%) of the respondents were not aware that any kinds of entrepreneurship or self-employment education were going on in their schools. Chart 1 below shows all schools combined and demonstrates how students receive entrepreneurship career development.

CHART 1

ALL SCHOOLS COMBINED WHICH INCLUDE ENTREPRENEURSHIP DEVELOPMENT
(By Number of Schools)



Respondents were asked to identify the class (or classes) which were used to prepare for or direct students toward a career in self-employment or entrepreneurship. The classes, categorized by percent of the 88 high schools who had some type of entrepreneurship (1, 2, or 3 above) were:

Accounting	(88%)
Home Economics	(71%)
General Business	(68%)
Economics	(49%)
Vocational Ag.	(43%)
Entrepreneurship	(39%)
Marketing	(26%)
Management	(18%)

The Business Education division (54%) was most frequently mentioned as the division teaching the classes which included entrepreneurship, followed by Home Economics (30%). The counseling division was checked by 50 schools (29%) and Vocational Agriculture by thirty-eight (22%). Twenty-two counselors (13%) said the marketing education division taught the classes which included entrepreneurship or self-employment. Apparently several divisions in the same school included entrepreneurship or self-employment in several of their classes.

The list of learning activities used in the courses containing entrepreneurship was headed by guest speakers (75 schools), teacher lectures (69 schools), films and videos (65 schools), and counseling (51 schools).

The resources or contacts used the most were local entrepreneurs (78 schools), guidance counselors (75 schools), and vocational teachers (56 schools).

Twenty three schools, 16 high schools and 7 community colleges, had an entrepreneurship program with 2 or more courses. Forty five schools indicated at least one course with entrepreneurship as an emphasis. Fifty seven schools, fifty high schools and seven community colleges, infused entrepreneurship or self-employment into existing courses. Eight high schools said it was a part of established career guidance or career education. These categories were not mutually exclusive in that counselors could indicate that their school dealt with entrepreneurship in more than one way. For example, a single school could have a program in entrepreneurship as well as one or more courses which infused this career option into the course content.

Ten different classes included entrepreneurship learning activities as part of the content. Among high schools, the home economics and general business classes were the most used courses (28 schools), followed by accounting (26 schools), and economics (21 schools). Others checked by high school respondents were vocational agriculture (16 schools), business law (12 schools), marketing (15 schools), management (12 schools), business communications (6 schools), and finance (5 schools).

Summary of Interaction Between Career Guidance and Entrepreneurship

In 1993 there were 304 unified school districts, 19 community colleges, and 16 area technical schools in Kansas. Data was available for one half (169 of 337) of the local education agencies. In what ways were career guidance or career education mentioned in these survey results?

It appears from this data that one third of the Kansas schools had no kind of entrepreneurship or self-employment career development going on. There were eight career guidance or career education programs recognized by respondents which included activities or services directed toward entrepreneurship or self-employment career development.

Fifty respondents indicated that counselors were involved in teaching about entrepreneurship and self employment. This response was a surprise to the authors, because it indicated that somehow 29% of the schools surveyed showed that guidance counselors were doing some type of teaching about self-employment and entrepreneurship. A follow-up study of these schools would be needed to identify more precisely what is being done. Typically counselors are invited to classes to make presentations, provide materials or visuals about careers for teacher use, or do part-time teaching as part of their assignment.

Counseling was checked by fifty-one respondents as one activity used to infuse entrepreneurship or self-employment into the curriculum. Guidance personnel usually are involved with students in planning for future college admissions, career choices,

and vocational-technical schooling. Teachers often counsel their students about these same topics. Because this survey was completed by both teachers and guidance personnel, one can reasonably assume their answers applied both to teachers who counsel and to guidance personnel who also counsel students.

Sixty seven high school and 8 community college respondents (44%) indicated that guidance counselors are one of the resources used to make the entrepreneurship and self-employment program successful. The respondents surveyed indicated their judgement that guidance counselors are used in one way or another as a resource for entrepreneurship or self-employment activities.

Career guidance, career counseling and career education appear to be fruitful areas of interaction and cooperation between entrepreneurship education and career education in Kansas. The major ways interaction occurred in these schools surveyed were through inclusion of entrepreneurship or self-employment in established career education or guidance programs, guidance counselors teaching and counseling students, guidance personnel acting as resources for entrepreneurship efforts, and guidance counselors supplying materials, aids, inventories and visuals to students and teachers about entrepreneurship and self-employment.

APPENDIX I

CAREER DEVELOPMENT IN ENTREPRENEURSHIP OR SELF-EMPLOYMENT

Please answer the questions by checking all that apply to the situation at your school.

1. **SCHOOL INFORMATION**

School:	High School	146		Community College	19	Total	169
	Area Vo-Tech	2		Other	2		
Location:	Rural H.S.	83	C.C.	17	AVTS.	--	
	Urban	17		2		2	
	Suburban	15		--		--	
	Not Provided	31		--		--	

2. **WE ARE CURRENTLY USING THESE TYPES OF CAREER DEVELOPMENT FOR ENTREPRENEURSHIP OR SELF-EMPLOYMENT? (By Number of Schools)**

	H.S.	C.C.
Program with 2 or more entrepreneurship or self-employment courses.	13	4
One course with a primary emphasis on entrepreneurship or self-employment.	25	5
Entrepreneurship or self-employment activities infused into existing courses.	50	7
Part of established guidance or career education program.	8	--
No kinds of entrepreneurship or self-employment career development going on.	54	3

3. **CLASSES USED IN PREPARING OR DIRECTING STUDENTS FOR A CAREER IN SELF-EMPLOYMENT OR ENTREPRENEURSHIP: (Check all that apply) (H.S. Numbers Only)**

Management	16	Finance	
Marketing	23	Retailing	
Economics	43	Business Law	
Risk Management		Consumer Economics	
Decision Making		Entrepreneurship	24
Career Planning		Home Economics	63
Vo-Ag	38	Accounting	78
General Business	60	Office Technology	
Bus. Communications		Salesmanship	
Merchandising		Cooperative Education	
Franchising		Small Bus. Management	

4. **WHICH DIVISION IS TEACHING THE CLASSES WHICH INCLUDE ENTREPRENEURSHIP OR SELF-EMPLOYMENT? (All Schools) (By number of schools)**

Home Economics	52	Vo-Ag	38
Counselors	50	Business Ed.	91
Marketing	22	Other	9

5. **WHAT ACTIVITIES ARE USED TO INCORPORATE OR INFUSE ENTREPRENEURSHIP OR SELF-EMPLOYMENT INTO YOUR CURRICULUM? (By Number of Schools)**

	H.S.	C.C.		H.S.	C.C.
Individualized Instruction	41	4	Teacher Lectures	68	1
Student Organizations	44	3	Fund Raising	25	1
Prepare Business Plans	0	0	Coop/Internship	7	6
Entrepreneur Case Studies	22	3	In-school Student-run Business	19	0
Guest Speakers	69	6	Counseling	46	5
Small Business Courses	7	6	Microcomputers	37	5
Simulations	25	3	Seminars	6	6
Conferences	19	2	Workshops	10	2
Competitive Events	27	4	Films/Videotapes	54	11
Interviews with Entrepreneurs	23	3	Trade Shows	0	0

Other _____

Name of student organization(s): _____

6. **WHAT RESOURCES OR CONTACTS ARE USED TO MAKE THE PROGRAM SUCCESSFUL?**
(By Number of Schools)

	H.S.	C.C.		H.S.	C.C.
Guidance Counselors	67	8	Vocational Teachers	51	5
Administrators	26	6	Advisory Committee	20	8
School Librarian	42	4	Chamber of Commerce	25	8
Small Bus. Admin.	17	9	Trade Associations	2	1
Local Entrepreneurs	67	11	Two-year Colleges	18	7
Journals	20	2	Motivational Speakers	40	1

Other _____

7. **IF YOUR SCHOOL IS CURRENTLY INCLUDING ENTREPRENEURSHIP AND/OR SELF-EMPLOYMENT AS A CAREER PROGRAM OR IN INDIVIDUAL CLASSES, WOULD YOU BE WILLING TO SHARE SOME SAMPLES OF YOUR PROGRAMS OR COURSE MATERIALS WITH US? IS SO, PLEASE INCLUDE THESE UPON RETURN OF THIS QUESTIONNAIRE.**

8. **WHAT TYPES OF CAREER GUIDANCE OR INFORMATION ARE MADE AVAILABLE TO STUDENTS IN ENTREPRENEURSHIP OR SELF-EMPLOYMENT?**

_____ Counseling
_____ Self inventories or assessments
Which ones? See Attached List
_____ Career Fairs
_____ Software of Data Banks
Which ones? See Attached List
_____ Commercially prepared guidance materials
Which ones? See Attached List

9. **WE NOW HAVE A PROGRAM WITH TWO OR MORE COURSES IN ENTREPRENEURSHIP OR SELF-EMPLOYMENT. (By Number of Schools)**
Yes: H.S. 16 C.C. 7 No: H.S. 130 C.C. 12
If YES, list name of program(s) and course(s): _____

10. **WE HAVE AT LEAST ONE COURSE WHICH HAS ENTREPRENEURSHIP AS AN EMPHASIS.**
(By Number of Schools)
Yes: H.S. 36 C.C. 19 No: H.S. 110 C.C. 0
If YES, list the name(s) of the course(s): _____

11. **OUR SCHOOL INFUSES OR INTEGRATES ENTREPRENEURSHIP OR SELF-EMPLOYMENT INTO AT LEAST ONE COURSE OR PART OF THE STUDENT LEARNING ACTIVITIES.**
Yes _____ No _____
If YES, please check the course(s) which include some career development in entrepreneurship or self-employment. (High School Only By Number of Schools)

Management	12	Finance	5
Marketing	15	Retailing	
Economics	21	Business Law	16
Consumer Economics		Risk Management	
Decision Making		Career Planning	
Accounting	26	Advertising	
Insurance		Salesmanship	
Merchandising		Franchising	
Cooperative Education		Human Resources	
Home Economics	28	Vo-Ag	16
Bus. Communications	6	General Business	28
Small Bus. Management		Other	

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ENHANCING EDUCATION

THROUGH COOPERATIVE LEARNING

William D. Cooper
Professor
Department of Accounting
North Carolina A&T State University
Greensboro, NC 27411
(910) 334-7581

Michael F. Cornick
Associate Professor
University of North Carolina at Charlotte
Charlotte, NC 28223
(704) 547-4486

Charles F. Malone
Assistant Professor
Department of Accounting
North Carolina A&T State University
Greensboro, NC 27411
(910) 334-7581

Reviewed
Running head: Cooperative Learning

ABSTRACT

As instructors attempt to stimulate classroom discussion, many are experimenting with teaching techniques that involve group structures. One technique that is gaining in popularity is called Cooperative Learning. This instructional method not only affords structure to students working together to solve problems but also gives control back to the instructor by providing an effective vehicle for monitoring student responses. This paper defines cooperative learning, describes ways in which it can be implemented, and offers observations and recommendations based upon experience with the use of cooperative learning in the classroom.

Enhancing Education Through Cooperative Learning

Education is currently facing a period of rapid change. Decline in the number of students and severe state budget restrictions have created an atmosphere where concern about the present and fear of the future are the norm. However, probably the longest-lasting change to take place has been the increased demands by employers for educators to restructure their teaching methods. There is an awareness by employers that the skills necessary for an entry position are changing and that education needs to reflect these trends.

In an attempt to stimulate classroom discussion, many instructors are experimenting with teaching techniques that involve group structures. One technique that is gaining in popularity is called Cooperative Learning. This method of instruction not only provides structure to students working together to solve problems but also gives control back to the instructor by providing an effective vehicle for monitoring student responses. This paper defines cooperative learning, describes ways in which it can be implemented, and offers the first author's observations and recommendations after a semester's experience with using cooperative learning in the classroom.

Definition of Cooperative Learning

As described by Cooper et al (1990, p. 1), cooperative learning is "an instructional technique which requires students to work together in small fixed groups on a structured learning task." While the learning task can take on a variety of forms, students involved in any exercise in cooperative learning interrelate with one another as they develop common goals, identify and perform tasks, and assign rewards. To facilitate this interaction, the instructor forms groups of between two to five students or allows students to form their own groups. Groups may vary in size depending on class enrollment, but ideally no more than eight to ten groups should be formed. Groups may be maintained for the entire semester, for several weeks, or for briefer periods to address special projects or activities.

Implementing Cooperative Learning

Group formation is the first critical task that the instructor faces after the decision is made to incorporate cooperative learning techniques in the classroom. Each method of grouping students has certain social and educational benefits. For instance, if the instructor's main aim is to stimulate discussion both within and between groups, the students' grade point averages should be considered when the instructor makes group assignments, thereby ensuring that each group includes both strong and weak students. On the other hand, if the instructor is more interested in

creating a harmonious environment in the classroom, students should be allowed to create their own groups. In any case, once the groups are formed, the instructor is free to approach a case, project, or other activity in any manner desired.

A second decision the instructor needs to make is how to grade each group's work. Assigning a single grade to the all members of a group may encourage cooperation but masks the contributions of individual team members. Trying to identify each student's input is difficult if not impossible. Admittedly, solutions to this problem are only partial. The instructor could limit the number of points given to each group activity, thus minimizing the effects of grading error. However, students are less inclined to take the task seriously if too few points are allocated to the cooperative learning activities. Alternatively, the instructor could meet with each group and help them to formulate their grade or each group could be allowed to evaluate its own members.

The third and last factor the instructor needs to consider is the nature of the assignments given to the groups. Depending on the type of students involved, the level of the course (graduate or undergraduate), and the instructor's objectives, exercises using cooperative learning structures can range from simple to very complex and innovative.

Observations and Recommendations

The following reflections, observations, and recommendations are a result of the first author's applying cooperative learning techniques in an Advanced Accounting course at North Carolina A&T State University in the fall semester of 1993.

(1) At the beginning of the semester each student was asked to write his/her name, address, and grade point average on a file card. The cards were then arranged according to GPAs, and stronger students were grouped with weaker ones into teams of four students. Each student was assigned a letter (A, B, C, or D). This approach seemed to work well because it minimized confusion at a time when several students were unfamiliar with their classmates. Later in the semester, students were allowed to form their own groups.

(2) Eight cooperative learning group assignments were given over the course of the semester. The first few assignments were relatively simple problems that required only two students (A and B, C and D). Initially, the students were confused and disorganized since only a few students had previously worked on in-class group assignments. However, as they became familiar with the process, they seemed to enjoy the exercises and exhibited a better understanding of the subject matter.

(3) Different groupings were utilized depending on the complexity of the problem. The type of grouping did not appear to have a positive or negative impact on the quality of student responses. What did have an impact, however, was the type of question assigned. Questions that required precise answers (e.g., journal entries, single number solutions) proved to be less troublesome than open-ended questions. Perhaps this is not unusual in an undergraduate environment.

(4) The students were asked to complete two surveys. The first survey [see Exhibit 1], given midway through the semester, provided the instructor with useful feedback as to the students' perceptions of the merits of cooperative learning. The second survey was administered at the end of the semester. Results of the surveys included the following:

> (a) Seventeen mid-semester surveys were completed. Fifteen students expressed a preference for in-class activities, while the remaining two students felt that there were better uses for class time. The two students who opposed the activities stated their concern that some students were not participating but were "hitchhiking" [Cottell and Millis, 1993].
>
> (b) Prior to the sixth assignment, students were allowed to form their own teams. In the end-of-semester survey, students were asked which method of group formation they preferred--instructor-assigned teams or student-selected teams. Sixteen students expressed a preference for instructor-assigned teams while ten students preferred student-selected teams. There was no mention of a problem with "hitchhiking"in the end-of-semester responses.
>
> (c) Both surveys reflected a very positive attitude toward group assignments. Most students indicated that by using cooperative learning in the class they learned more and had a more enjoyable experience.

(5) The principal difficulty with cooperative learning is that it requires a considerable investment of class time. It is very easy for an instructor to become impatient and try to speed the process along. Often, particularly in an undergraduate environment, solutions put forth by students to relatively open-ended problems are crude and fail to include key components the instructor feels should be highlighted. The instructor needs to be willing to wait and allow the problems and solutions to unfold.

EXHIBIT 1

SURVEY OF STUDENT OPINION OF GROUP ACTIVITIES

Course & Section #_____

1. Has working in groups in class helped you to learn the material?

   yes *somewhat* *no*

2. Has working in groups made the class more interesting to you than straight lecture classes?

   yes *somewhat* *no*

3. Has working in groups prompted you to prepare more thoroughly for class?

   yes *somewhat* *no*

4. Have the group activities used in this class helped you to improve your ability to work within a team to accomplish a task?

   yes *somewhat* *no*

5. Do you think in-class group work should be continued in this class?

   yes *no*

6. Should in-class group work be incorporated into other accounting courses?

   yes *no*

7. Do you think the teacher could better use class time?

   yes *no*

8. In general, how do you feel about the in-class group activities we've been using this semester?

9. From your experience in this class, what have you observed about how people interact in work groups?

10. How have the group activities used in this class affected your ability to work within a team to accomplish a task?

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Implications of the Global Economy for International Marketing Education

Terrance P. O'Brien and Wei Ning
Department of Occupational Education
College of Education and Psychology
North Carolina State University
Raleigh, North Carolina 27695
(919) 515-1743

Critical Issues Paper

National Marketing Education Research Conference
Key West, Florida
April, 1994

Implications of the Global Economy for International Marketing Education

Abstract

This paper addresses the present reality of the global economy, the growing importance of international marketing, and the potential impact of these realities on marketing education graduate programs at colleges and universities. A new graduate program currently being conceptualized and designed at North Carolina State University is described to offer an illustrative example of how marketing teacher educators might respond to the significance of international marketing. The purpose of that graduate program is to prepare individuals to function effectively as marketing and educational specialists, consultants, and liaisons between small and medium-sized American businesses and international markets. The program is intended for both American students and international students who wish to specialize in this emerging field. Major components of the program include preparation in international marketing and management; education and training, to include specific preparation in international marketing education; language and culture; and research and evaluation. A long-term vision of such programs providing leadership development within the context of international marketing education is also discussed.

Implications of the Global Economy for International Marketing Education

Introduction

This paper is intended to raise issues which may have important implications for the future of marketing education. The essential premise is recognition of the present reality of the global economy and the growing importance of international marketing, and the potential impact of these realities primarily on marketing education graduate programs at colleges and universities. With rare exceptions, marketing teacher educators do not appear to be responding to the significance of international marketing to their programs.

To illustrate how this has affected one university, at North Carolina State University we have been working on the design, development, and promotion of a graduate program emphasis in International Marketing Education within the existing Master of Science, Master of Education, and Doctor of Education degrees in the Department of Occupational Education. The department has recognized an important and substantial niche for persons with graduate degrees and expertise in a combination of international marketing and management, education and training, foreign language and culture, and research and evaluation. This perception has developed over the past year as we have been approached by two persons from the Asian Rim, one from China and one from Malaysia, who are applying to our doctoral and master's programs respectively and who intend to develop plans of study which we are referring to as International Marketing Education. Wei Ning and Shian Yen Chin both envision futures for themselves as marketing and educational consultants or liaisons between small and medium-sized American businesses and the rapidly emerging Asian market. Their shared perception

is that a curriculum reflecting a combination of international marketing and management, education and training, foreign language and cultural awareness, and research and evaluation will prepare them effectively for their career goals. It has been fascinating to listen to and correspond with these two individuals as they have independently described their insights and directed their attention to the Marketing Education Program at North Carolina State University. The thoughts expressed in the rationale section of this paper were developed primarily by Wei Ning.

The Department of Occupational Education considered the ideas of these individuals to be quite valid and focused directly on a target of substantial importance. Moreover, the type of programs in which they are interested clearly fall within the mission of the department and the marketing education program. The nature of the department and the structure of its graduate degree programs make Occupational Education an ideal location for interdisciplinary programs of this type. Such programs are consistent with departmental philosophy and align well in relation to other graduate programs offered by the department. With the establishment of collaborative relationships with other departments within the university, and with curriculum design and course development, plans of study can be designed within the structure of the existing departmental degree programs. Beyond the immediate interests of Wei Ning and Shian Yen Chin, it appears that the department is witnessing its first glimpse of an emerging discipline that could prove to be a major growth area for graduate programs in the future; one which holds enormous potential for exciting curriculum development and teaching, faculty research and publication, international student

and faculty exchange programs, and collaborative relationships with other countries and American businesses.

In order for the department to realize fully the potential of a graduate emphasis in International Marketing Education, it will be necessary to obtain outside resources. Short-term outside resources are presently being sought to fund the development of a one-year planning grant. The purposes of the planning grant are to establish the program on a small scale initially and to support the collaborative development of a more substantial proposal which will be submitted to one or more outside agencies for long-term program development and implementation on a substantially larger scale.

Rationale

The Global Economy

International trade has become more and more important for the United States in recent years. Today, we truly function in a global economy. As Europe, Japan, and developing areas such as Singapore, Hong Kong, Taiwan, and South Korea have expanded their economies and developed their capacity to compete aggressively in world markets, the United States has found itself struggling. Overseas business has become a matter of necessity for America today and many U.S. industries face increasing foreign competition. As the global economy continues to evolve, competition will intensify further. The current U.S. trade imbalance has caused the need to expand our nation's exports to become a matter of vital national interest. The arrival of the global economy has made international business essential to the health of the American economy. This new reality requires that we change

our business methods and mentalities. To meet the challenge of worldwide competition, American companies must place even more emphasis on marketing strategy and penetrate the markets of their foreign competitors. Simply put, we must revise some of our basic attitudes and traditional marketing strategies. We need to remove more of the barriers that tend to separate us from other nations and cultures.

There was a time when the United States played a dominant role in shaping world economic events. America was the dominant force in the world economy at the end of World War II and continued to be the dominant force for the next two decades. Americans have not needed to be experts in international business since our continental market provided more than enough opportunity for most companies. Our relative economic strength after the World War II made us sole supplier for many goods. The times, however, have changed dramatically. The deterioration of America's competitive position in many areas make the development of an international orientation extremely important. American businesses are facing the fact that today quality and competitiveness are relative concepts. Moreover, they can be redefined every day due to the rapid development of new technology. Global economic and technological changes are occurring at a rapid pace and that pace can be expected in increase exponentially in the years ahead. Marketing education appears to bear a responsibility for preparing future generations to function effectively in a dynamic global business environment.

America has an enormous stake in economic interdependence because it is one of the world's largest exporters and importers of goods and services, as well as the world's largest foreign investor. America is irrevocably engaged in world competition. We depend on imports for many vital supplies, "we export about 20 percent of our industrial production, and we sell two out of five acres of our farm produce abroad" (Jain, 1990, p. 3). "One out of every six jobs in U.S. manufacturing comes from exports. Almost one-third of U.S. corporate profits derive from international trade and foreign investment" (p. 3). According to the Deputy Under Secretary for International Trade, "from 1986 through 1990, exports have accounted for 40 percent of the growth in our Gross National Product (GNP) and 80 percent of the GNP growth in 1990 alone" (Wallace, 1991). Although overseas markets are changing and competition is increasing, international marketing offers attractive opportunities and interesting possibilities. The extent to which America provides leadership in restructuring the global economic system is likely to be a function of its future competitive strength.

In many conventional industries such as textiles, automobiles, steel, consumer electronics, and machine tools, American producers face intense competition from foreign manufacturers and the ability of American producers to compete in those world markets has deteriorated significantly. Due to lack of competence in marketing internationally, some American businesses stand to lose markets to foreign competition. Without effective marketing by American companies, other countries will challenge and, in some cases, may overtake our lead in areas such as high technology.

Many factors have contributed to the deterioration of America's economy: the high cost of imported crude oil, aging industrial plants, high interest rates, and the strength of the dollar to mention a few. Of all the factors, however, one related to education stands out distinctly. Relatively few Americans in business understand the culture, the customs, or even the language of foreign buyers. The essential principles of marketing do not change a great deal when one shifts from domestic to international marketing, but marketing outside national boundaries does pose special problems. Unlike domestic marketing, international marketing requires knowledge about specific countries and knowledge of how to develop strategies and tactics aimed at specific competitors and priority markets. Many business people in this country, however, have simply not been educated or trained to believe that an awareness of the world beyond America's borders is important. As a result, the United States' competitive edge is often lost in the challenging realities of international buying and selling.

Without understanding the culture of our customers, whether Chinese, Japanese, Spanish, French, or Russian, it is impossible to understand their needs, wants and desires--the basic principles of marketing. Perhaps this is one reason we have not been able to penetrate world markets as well as some of our competitors.

The Need for International Marketing Education

Many large U.S. corporations function quite well in the international arenas. On the other hand, there are hundreds of thousands of small and medium-sized companies reluctant to venture into foreign markets. The problem is not due to a lack of entrepreneurial spirit.

Instead, it is a matter of marketers and managers lacking the education and training necessary to think and function effectively abroad. Creative international marketing requires continuous education and training. Even today, the majority of business school graduates do not take courses which address the international dimensions of business. Students should begin to develop international perspectives long before they reach college. Parents take it for granted that when their children finish their schooling they will have acquired certain "basic skills." But what constitutes this necessary set of "basic skills?" Surely among them is the ability to understand and appreciate their world neighbors, including their cultures, languages, customs, and religions. This premise is fundamental to global citizenship and quality international marketing. Perhaps it is time that we, as marketing and education scholars, broaden the scope of our own interests and become fully aware of the range of our responsibilities toward our discipline, our profession, and our society.

America's capacity to do business well at home and abroad depends directly on educating a larger number of students who can combine marketing skills, knowledge of products and people, educational expertise, a global perspective and knowledge of foreign languages and cultures. Marketing education professionals should place a special emphasis on advanced critical-thinking skills that students will need to develop in their respective marketing fields, both at home and abroad. The goal of initiating an International Marketing Education Program at North Carolina State University is to train students to use a combination of marketing and educational skills, matched by knowledge of the values, history, literature, geography, customs, and languages of their target countries or regions.

The level of this capability should be equivalent to the working knowledge of an educated native citizen of that culture. In order to conduct business across national boundaries, marketers must adapt themselves to cultural differences, since such differences profoundly affect market behavior. International marketers, therefore, need to be intimately familiar with the cultural characteristics of any country in which they want to conduct business. Marketing proficiency without cultural awareness is insufficient.

The time has come to recognize the link between international marketing education and the health of America's economy. Today, even a strictly domestic company is affected by what takes place in the global economy. The future economic welfare of the United States will depend substantially on increasing international marketing skills in the business community and creating a greater awareness by the American public of the internationalization of our economy. Concerted efforts are needed to engage marketing education programs, American medium and small-sized businesses, and other public and private sector organizations in mutually productive relationships that benefit America's future economic interests. Efforts should be made to educate marketers and managers in small and medium-sized businesses to help them understand that their ability to market internationally relates directly to the United States' commercial competitiveness abroad.

International marketing skills do not, however, represent a recipe for instant success in international business. Many other factors come into play, including the relative value of the U.S. dollar, production technology, and import restrictions imposed by other countries. American industry and technology, however, are among the best in the world. That

advantage could be compounded many times over if marketers from those businesses possessed outstanding skills in international marketing, education, and communication, as well as quality products and services. The enormous implications of the global economy suggest that students should probably begin to develop the necessary international perspectives and skills at the high school level.

The key to an organization's success has been, and always will be, its employees. The sheer quantity of good people, however, is not as important as having the right persons in the right places. The willingness and ability to look beyond the boundaries of one's home, and to understand and appreciate the complexities of the many world cultures are not common traits. With marketing education taking a proactive role in educating students for proficiency not only in general marketing knowledge but also in international marketing and educational skills, corporations and other organizations would have a source of qualified personnel who could move easily across borders with a minimum of culture shock. These program graduates could bring a wealth of understanding with them as they provide consultation and education to managers and marketers in businesses and other organizations seeking to engage in international marketing.

It is not the goal of international marketing education to prepare students who are familiar with every foreign country and culture in the world, since this would obviously be impossible to achieve. Rather, it is important that by causing students to examine other cultures and life-styles, as well as the different world views and values inherent in them, students acquire an attitude of openness and curiosity about differences among people. They

should not only develop a sensitivity to these differences, but also learn to appreciate and value them.

The development of international marketing education could address the need to prepare Americans for citizenship in a world where people are increasingly affected by the reality of their interdependence in daily life, and where America's global economic influence is quite different. It could provide students with essential skills in international marketing and education, problem-solving and communication, and foreign language and multicultural competence. These skills will enable them to function, and help others function, successfully in the international business community.

Students should necessarily be required to demonstrate proficiency in a second language, with the emphasis on developing communication skills. The students should study world geography, history, culture, and global issues, as well as international marketing and education. The fact that there are many students from abroad studying in our high schools and on our college and university campuses could be extremely beneficial. Some of these students are immigrants, some are corporate and government dependents, and others are exchange students. It should be possible to develop useful interaction between these persons and marketing education students within our different educational communities. Courses could involve a number of guest lecturers, who not only deliver first-hand knowledge but also serve as career role models. Such speakers might be professionals in government, business, or the nonprofit sector. Interaction with international students will also provide students in the program with opportunities to examine the strength of their interest in a long-

term career in the field that they are exploring and to learn what additional education or training is required for such a career.

International marketing education could become a vital component in our various educational curriculums. It could cause students to think beyond the boundaries of our nation and immerse them in the reality of the international community, while providing learning experiences which will benefit them and, perhaps, ultimately the nation. Similarly, this program could influence teachers and faculty members to expand their horizons by requiring them to develop and continually renew a network of contacts and working agreements with the international business community and with colleagues at other schools and universities in the United States and abroad.

Leadership and Resources

Internationalizing the curriculum of marketing education may be a profound strategy with far-reaching implications. Implicit in the strategy is the concept that at all levels of study some international content would be incorporated into the curriculum, either within existing courses or by designing additional courses. The strategy of bringing an international focus to a program through special lectures, new curriculum designs, and course development or modification, can be achieved only with clear support and commitment from both faculty and administration.

The long-term development of international marketing education might be supported financially by new or redirected funding sources. There are international agencies which would have a vested interest in the promulgation of such programs. In addition, there are

American businesses and professional organizations that have interest in developing export business. As this discussion unfolds, proposals for various forms of support and cooperation could be developed for submission to selected organizations and businesses.

The need for an international perspective in education in this country, and in marketing education in particular, is abundantly clear. If marketing education does not seize the opportunity to provide leadership in this area, sooner or later others certainly will. Developing courses and programs within the present structure of marketing education can be accomplished with relatively modest resources, but it will require commitment and leadership. True international marketing education will require new sources of funding and expertise. Truly adequate funding and expertise, however, can only be obtained once beginnings efforts have been made and the concept has demonstrated its actual potential. Continued involvement with and commitment to small and medium-sized businesses interested in developing overseas markets should result in recognition of the concept's potential and, along with that recognition, the necessary funding and support.

Implications for Graduate Education

Purpose and Objectives

The purpose of international marketing education programs at the graduate level is to prepare individuals to function effectively as marketing and educational specialists, consultants, and liaisons between small and medium-sized American businesses and international markets. Such programs would be intended for both American students and

international students who wish to specialize in this emerging field. Specific program objectives might include:

1. Preparation in international marketing and management.
2. Preparation in education and training, to include specific preparation in international marketing education.
3. Preparation, as needed, in the language and culture of the target foreign market.
4. Preparation in research and evaluation.

Figure 1 depicts the general conceptual framework from which customized individual plans of study would be developed. Presently, North Carolina State University has the capacity to provide effective preparation in the majority of these areas. The need for development of new courses, however, is readily apparent. Illustrative examples of some of the types of courses that will need to be developed are listed below.

International Marketing Education: An overview of the concepts and principles of designing and implementing effective educational programs for businesses intending to target various international markets.

Marketing Educational Programs: Methods and strategies of identifying businesses and other agencies with educational or training needs, organizing appropriate educational programs, and marketing those programs to organizations and individuals.

Techniques of Educational Consulting: Techniques for effective consulting with businesses and other organizations in regard to various aspects of the analysis design, development, implementation, and evaluation of educational programs.

Figure 1. Conceptual Framework for Design of Graduate Curriculums in International Marketing Education

Long-Term Vision

The important long-term vision or goal of the program is leadership development within the context of international marketing education. Through the creation of a special program advisory council, graduate plans of study, graduate assistantships, postdoctoral fellowships, and staff positions, the program would be able to: (a) design innovative models for international marketing education, (b) conduct national and international conferences and workshops, and (c) implement significant programs of research and development. The

collective impact of these activities would produce direct, tangible benefits to American businesses and the national economy. Obviously, the program cannot begin at such a level, hence we are seeking a one-year planning grant to create the foundation upon which the long-term vision can be built.

Proposed Planning Grant Activities

Program Development

Curriculum Design and Course Development

1. Design of sample M. S., M. Ed., and Ed. D. plans of study
2. Analysis of additional courses needed
3. Development of syllabi for new courses
4. Approval of new courses
5. Development of new courses

Development of Program Marketing Plan

1. Conduct situational analysis
2. Develop strategic plan
3. Analyze target markets
4. Design marketing strategies
5. Design implementation strategies

Program Promotion

1. Develop promotional materials and presentations
2. Distribute promotional materials
3. Develop and submit news releases
4. Conduct presentations to appropriate groups

Proposal Development

Proposal Writing

1. Conduct background research
2. Develop draft proposal
3. Review and critique draft proposal
4. Develop proposal budget
5. Prepare and print final proposal and budget

Funding Sources

1. Identify potential funding sources
2. Analyze potential funding sources
3. Develop promotional material for potential funding sources
4. Communicate with potential funding sources
5. Conduct presentation and meetings with potential funding sources
6. Develop formal agreements with funding source(s)

Potential Sources of Funding for Long-Term Development

1. The United Nations System
    a. International Development Association
    b. The World Bank
    c. International Finance Corporation

2. The State Department

3. United States International Development Cooperation Agency

    a. Trade Development Program
    b. Agency for International Development
    c. Overseas Private Investment Corporation

4. U.S. Department of Labor, Bureau of International Labor Affairs

    a. Office of International Economic Affairs
    b. Office of Foreign Relations
    c. Office of International Organizations

5. U.S. Department of Commerce

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College Recruitment Survey

For Marketing Education

Gary Searle

Marketing Education Program
University of Wisconsin - Stout
137 Communications Technology Building
Menomonie, Wisconsin 54751
715/232-1493

A Critical Concern Paper

Abstract

Demography is playing an important role in college and university enrollments. In addition to demographic changes, the University of Wisconsin - Stout has initiated three entrance requirement changes that have impacted enrollment. Student applications for the 1994 fall semester are 20% behind last year's applications.

Information is needed to understand the thinking of how secondary students make decisions on selecting a particular college or university, and degree program. The basis of this study was a college recruitment survey of 476 Wisconsin and Minnesota secondary students designed to seek out this information. The student responses indicate a strong sense of purpose for rewarding and challenging careers.

The results of the study will be used to develop marketing strategies for the recruitment of college-bound secondary marketing education students in Wisconsin and Minnesota.

College Recruitment Survey
For Marketing Education

Background of the Study

Demography is playing an important role in college and university enrollments, especially as it relates to the 18 year old age pool. The number of young women and men reaching this age has decreased dramatically since the end of the baby boom generation in 1964.

In Wisconsin alone, the number of 18 year olds has fallen from 98,435 in 1979 to 63,000 in 1991, a 29% decrease. One college (Milton) has closed, and many have experienced declining enrollments. Only the increase of non-traditionally aged students entering college, including homemakers and displaced workers, has saved many schools from drastic enrollment declines.

In addition to demographic changes, the University of Wisconsin - Stout has initiated three entrance requirement changes that have impacted enrollment.

1. The required ACT acceptable score has been raised from 20 to 22.
2. Students must be in the top half of their high school graduating class, as opposed to the top 75% previously required.
3. The admissions application fee has been raised from $10.00 to $25.00.

Theses three changes, along with the demographic concerns mentioned above, have caused a 20% decrease in student applications for the fall of 1994 at UW-Stout. This impact is even more severe than it was when this research project was started last year.

Another major concern last year was the fact that three marketing teacher education programs have closed in the adjacent state of Minnesota, and the Universities of Minnesota and Wisconsin have dropped their undergraduate programs in favor of graduate programs in marketing and vocational education.

All of these factors combined have shaken the thinking of faculty and staff at UW-Stout in general, and specifically in marketing education. In order to not lose budget allotments and faculty allocations, new ideas must be conceptualized and implemented to attract and retain more marketing education students.

After discussions with other faculty members, the writer decided to conduct a survey of high school students who are college-bound. Information is needed to understand the thinking of how these students make decisions in selecting a particular college or university and degree program.

Purpose of the Study

The results of the college recruitment survey for marketing education will be used by the two marketing teacher educators at UW - Stout to develop new marketing strategies for recruitment of college-bound high school students. At the request of two faculty members in UW - Stout's Hospitality and Tourism Program, a few questions relating to their major were included in the survey. Their purpose was the same as the marketing educators. Many marketing education students at Stout select a concentration in hospitality and tourism to "round out" their degree program.

Objectives

The college recruitment survey was developed to answer questions about:

1. The importance of select factors on a student's decision to attend college.
2. Where students get information about a career or college major.
3. What career characteristics would be helpful in making career decisions.
4. What variables influence a student's career choice or college major.
5. How much high school students know about hotel and restaurant careers.
6. The prestige ranking of select careers.

Methodology - Population

A survey instrument of 98 questions designed to meet the aforementioned objectives was developed at the University of Wisconsin - Stout with major input from two instructors in hospitality and tourism. The survey was field tested with ten UW - Stout students for clarity and ease of administration.

The survey was administered in the spring of 1993, by the writer, to 476 junior and senior marketing education high school students. They represented 19 rural and city school districts in Wisconsin and Minnesota where student teachers in marketing education had been placed for the semester. Following is a breakdown of the 476 students.

56% female, 43% male
84% Caucasian, 6% African American, 10% Other
52% seniors, 48% juniors
21% high achievers, 53% average, 27% low achievers
(Achievement level was determined by high school grades.)

The data for this descriptive study were analyzed at the University of Wisconsin - Stout Computer Center. Percents and frequencies of response were calculated for each question.

Findings - Conclusions

The marketing education students in this study were asked a series of questions relating to careers and college.

1. Students were asked if they plan to attend college. Of the 476 respondents, only three said they were not going to college, while 49 were uncertain. Marketing education in the 19 schools selected for this study is truly serving the college bound (89%) student.

2. The students that indicated they were going to college were asked to complete the survey. They were then asked when they decided to attend college.

Following are their responses.

Grade School-	45%
Grade 8-	11%
Grade 9-	15%
Grade 10-	15%
Grade 11-	10%
Grade 12-	04%

Most students who plan to attend college decided to do so before they entered high school.

3. The next question asked if students had ever heard of the University of Wisconsin - Stout. Even though a UW - Stout student teacher was placed in each high school, 41, or 8.8%, of the students had never heard of UW - Stout. Since student teachers were placed at each school, this question didn't provide the intended data, and it could have been eliminated.

4. Eight reasons to attend college were included in the survey, and students were asked to rate the importance of each reason. Their responses follow.

Get a job	86%
Prepare for a career	80%
Get an education	80%
Make more money	72%
Develop abilities	70%
Prepare for grad school	44%
Get away from home	28%
Satisfy parents	19%

Career issues are important to these 1990's high school marketing education students.

5. Thirteen sources of information about careers and college were listed. Students were asked to rate the importance of each source as to how helpful the source was in their decision to pursue a career or college. Students reported receiving the most helpful information from people who are in interesting careers now, parents, their work experience and high school classes. Teachers, career fairs, and brochures were next in importance. Least important included newspapers, magazines and television, in that order. Recruiting efforts need to be on a face to face basis with secondary marketing education students.

6. Students were given six characteristics about careers, and they were asked how helpful knowledge of the characteristics would be in career decision making. The six characteristics received the following ratings.

Long term job outlook	76%
Special skills needed	74%

Amount of education	72%
Description of work	69%
Starting salaries	67%
Opportunities for advancement	67%

While all the characteristics are close in helpfulness, it is interesting to note that long term job outlook is ranked first in importance.

7. The marketing education students were asked to rate the importance of sixteen items that could impact their career decisions. Following are the percents of students indicating which items were considered very important.

Job security	74%
Balanced life	70%
Know what to expect	66%
High salary	62%
Variety in work	59%
Work with people	59%
Be successful	57%
Flexible work schedule	52%
Chance to advance	51%
Prestige 1 status	49%
Independence	48%
Answers to problems	46%
Make a contribution	43%
Become an expert	36%
Location	33%
Supervising others	22%

Again, job security is ranked number one as opposed to the last item, supervising others.

8. Eight careers were listed on the survey. Students were asked to rate their opinion of the careers on a ten point scale. The marketing students ranked the careers in the following order.

1 Marketing
2 Physician
3 Retailing
4 Teacher
5 Accountant

6 Child care
7 Hotel
8 Restaurant

The rankings were not surprising, since the population is marketing oriented, however, hotel and restaurant careers suffered the lowest rankings.

9. The Wisconsin and Minnesota marketing students were asked how much knowledge they had about a career in the hotel and restaurant industry. Their rankings are as follows.

Very much knowledge	05%
Some knowledge	35%
Very little knowledge	44%
No knowledge	15%

Even though the respondents are in a marketing program, they do not have much knowledge about hotel and restaurant careers.

10. The students were asked if they would consider a career in hotel and restaurant management. Following are their percentage responses.

Most definitely	07%
Maybe	44%
Not at all	18%
Not sure	31%

Marketing education students in this study do not think highly of hotel and restaurant management careers.

Conclusions

Based on the objectives of this study, the following conclusions can be stated.
1. The vast majority (89%) of the Wisocnsin and Minnesota marketing education high shcool students (476) who participated in this study plan to attend college. They made their decision before they entered the 9th grade, and they have heard of the University of Wisconsin - Stout.

2. Get a job, prepare for a career, and get an education are the three most important reasons to attend college.

3. The most important sources of information for career and college information are: people who are presently involved in interesting careers, parents, work experience, high school classes and teachers.

4. All of the career characteristics listed on the survey were considered important to assist the students with career choices. The six characteristics are long term job outlook, special skills needed, amount of education needed, job description needed, starting salaries, and opportunity for advancement.

5. The most important career decision making items are job security, a balanced life, know what to expect on the job, and salary.

6. The marketing education students knew very little about careers in the hotel and restaurant industry, and predictably so, only seven percent of the respondents said they would very definitely consider a career in hotel and restaurant management.

7. Marketing was ranked as the number one career choice of the respondents. Retailing was third, and the unrelated career of physician was listed second. Teaching was a strong fourth. Since all the students were in a high school marketing program, these career choices are consistent, and teaching appears to be moving up the scale in importance.

Recommendation

The findings of this study shed current light on the "how to" function of college recruitment as it relates to secondary marketing education students. It is recommended that the facutly in marketing education and hospitality and tourism at UW - Stout, and at least eight secondary marketing education teachers from Wisconsin and Minnesota, meet to develop college recruitment marketing strategies using the findings from this study as a basis for their discussion.

Marketing Education—The Future

Marcella McComas Norwood
Marketing Teacher Educator

Human Development and Consumer Science Department
College of Technology
University of Houston
Houston, Texas 77204-6861
(713) 743-4125

Critical Issue Paper

Running Head: The Future

Marketing Education—The Future

Two factors, more than others, affect the preparation of marketing education teachers. These factors are 1) what marketing occupations require of individuals entering the work force and 2) classroom training which future teachers will use to impart those requirements to their students.

Both of these factors have changed greatly over time. When this country was agrarian based (for about two hundred years), the work force and the classroom were simple in nature. At that time, knowledge was imparted and individuals used their ingenuity to work using that information as well as experience which they gained in the work world. Once the country moved into the industrial stage, knowledge continued to be dispensed in much the same fashion as previously and individuals learned more about the work world on the job until marketing education (then distributive education) and other vocational programs were established and learning on-the-job while still in school became a suitable tool for many youngsters. Now, however, technology has taken hold. The country is in the information stage of its development. The push for employees who are able and willing to utilize that technology is enormous. Young people should utilize that technology both as teachers and as students. This requirement puts teacher education programs in a position to be leaders or to fall by the wayside in providing technology to future teachers and their students.

Unfortunately, technology is expensive. Recently, the University of Houston determined that teaching (in addition to research and service) is an important function for all faculty. A Center for Teaching Effectiveness is being established which will provide model classrooms throughout the campus, seminars for faculty, a video tape library on teaching, and many other aids to teaching proficiency for the faculty. A survey regarding the use of the Center was completed (March, 1994). Money obtained for the Center appeared to be enough until the facilities and resources committee began checking on the cost of establishing Master Classrooms throughout the campus. A master classroom with the necessary wiring and equipment costs a minimum of $40,000 (which doesn't include faculty/staff or other ongoing expenses). State of the art changes at approximately 18 month periods according to one expert:

> In the recent past, businesses could count on a steady stream of profit from a product line because a product's life cycle stretched ahead for years. Current product cycles have dropped to 18 months or less for some products. For example,

> the time it takes to conceive, design, manufacture, and sell 386-chip-based computers lasts maybe 18 months (Bleecker, 1994, page 10).

This one piece of information means that the cost of a master classroom must continue to be a factor approximately every 18 months—an ongoing fund-raising process merely to keep up with technology! Until recently classroom equipment may have become out-of-date but older equipment wasn't archaic in less than two years.

Changing Marketing Occupation Requirements

Changing paradigms have created the "virtual" enterprise which uses integrated computer and communications technologies and collaborative networks which link people together throughout the globe. Individuals using these technologies are called "road warriors." These individuals utilize a combination computer-telephone-fax while voice mailboxes are a link with the home office (Bleecker, 1994). These same pieces of technology are becoming commonplace in the educational institution. The FAX number is often on business cards issued by teachers and people are surprised when an individual doesn't have access to such a machine. Plain paper FAX machines are even being advertised for home use. This society has become a "fast food" entity, expecting everything immediately, even the mail!

According to Cetron (1994), growth of information industries is creating an extremely knowledge-dependent society. Additional information cited by Cetron includes: the reduction of job growth in small businesses as income tax structure changes; job mobility will increase—people will change jobs four to five times during their lifetimes; global satellite communication will be available by 1997; greater occupational flexibility and autonomy will be fostered by the new information-based organization model; wireless access to networked data via portable computers is universally available; artificial intelligence and virtual reality will help companies assimilate data and solve problems beyond the range of today's computers; "just-in-time" purchasing has many suppliers giving customers direct, on-line access to their computerized ordering and inventory systems which may put some suppliers out of business who cannot provide this service; TV home-shopping channels and computer networks allow retailers and manufacturers to reach distant customers; the international economy will increase in importance throughout the 1990s; "the design and marketing cycle—idea, invention, innovation, imitation—is shrinking steadily. Successful products must be marketed quickly, before the competition can copy them;"(page 5) and "All the technological knowledge we work with today will represent only 1% of the knowledge that will be available in 2050" (page 5). Toffler indicated that "survival of the fastest, not the fittest" is driving business (Bleecker, page 10).

Video, one author suggests, is at the same point that the FAX machine was six or seven years ago (Taylor, 1994, March, page 48). He indicates that the three Ps (price, pictures, and

PCs) make video conferencing an emerging technology for sales managers and reps to trade information. Another company, Equitable, is creating a "paperless environment" ((Butler, 1994, March, page 61). This company is developing a workstation system which links agents throughout the company to central databases and provides a sales training program designed to improve development and retention of customers. Much of the 14 million pieces of paper currently sent to agents will be sent electronically. Agents will be prompted to check a directory when they log onto their computer.

Classroom Training Concerns

Factors cited above, dealing with business, affect what individuals must be able to do within the business world. Marketing education teachers must be able to discuss these, provide training when necessary, and use emerging technology themselves.

Nine of the 74 trends discussed by Cetron dealt directly with education (pages 5-6). These trends included: Lifelong education and training services will be in high demand; education and training will be greatly improved by new technologies; training and education are being shared to a larger extent with business; cost for education will continue to increase; the educational system is being "reinvented" by school districts throughout the U.S.; Outcomes and effectiveness are being emphasized by educational institutions; education will be revolutionized by improved pedagogy; "Universities will stress development of the whole student. They will redesign the total university environment to promote that development."; and "institutions of higher education are shrinking." Back up statements for these trends are located in Appendix A.

Distance learning is destined to grow (Schure, 1994, March). "Smart" telecomputers will replace current TV sets and will accept, store, and make new images or recompute old ones as well as resending information into telephone or cable networks (page 32). A new institution, the "National Distance Learning University," is being developed to provide degrees via computer "hands-on" academic experiences. Simulation and visual activities will provide a substantial portion of degree requirements (page 32).

A recent issue of The Chronicle of Higher Education (March 2, 1994) provided a Point of View entitled "Campuses Need Not Wait for Snazzy New Technology to Enter Cyberspace" by John V. Lombardi. Lombardi asserts that space and time are limitations which universities can contend with through cyberspace which isn't dependent upon parking and groups of students meeting at a specific time, room, and set hour (page A48). This same article suggests that the Internet is able to "support intense interactions among students and teachers about the academic substance of any course that is broadcast."

In the same issue of The Chronicle, "'Sensoriums' and 'Virtual Textbooks'" (Monaghan) suggests that "lightweight, clipboard-sized computers with built-in lessons, review drills, and data banks of reference materials" called virtual textbooks are a part of the future. Classrooms are foreseen as "sensoriums," "in which students would, for example, study the passage of blood through the body—not just by reading about it, but by coursing through a simulated body themselves." (page A27). Does the future textbook appear as an input device on a computer? Will it be created via a program and presented on CD/diskette? In consideration of the time necessary for handouts (preparation, duplication, and classroom distribution), the writer requires students in each class to bring a computer diskette by the second class meeting. When the diskette is returned to the student, all course handouts, an extra copy of the syllabus, term paper guidelines, etc. have been copied onto the diskette. From that point on, the student is responsible for following the handout dates form on the diskette and running off the handouts for each class meeting. One must be organized to provide these items early in each semester.

One T.H.E. Journal editorial (Charp, 1994), provides a summary of "New Directions in Education" from a 1993 Internet document by Skill Dynamics, an IBM Company, entitled "A Vision of IBM Human Resource Performance in the Year 2000" (page 8):

Now	**The Year 2000**
Plan by jobs	Plan by skill
Courses	Instruction modules
Traditional ISD	Automated development
Explicit evaluation	Embedded measurement
Culture dependent	Automatic translation
Limited media	Multisensory
Local catalogs	Worldwide libraries
Centralized	Distributed
Management-initiated	Employee-initiated

- Education planning will be done by skill rather than by job;
- Instruction will be provided in modules rather than in courses;
- Courseware development will be automated via expert systems;
- Testing will be embedded and continuous rather than being an explicit event;
- Modules will be multisensory, accommodating various learning styles;
- Networks will provide access to worldwide libraries of instructional modules rather than limiting an employee to local catalogs;

- Education will be truly distributed rather than under the central control of someone other than the learner; and
- Employees can initiate necessary education experiences themselves.

Morgan (1994, March) suggests five critical components related to management of information for schools: 1) A teacher-support and information base; 2) a virtual digital library; 3) a communication system including voice, text, data and full-motion video, Internet, satellite and cable; 4) credit for out-of-school learning; and assessment (utilizing portfolios of student work, monitoring their progress and displaying their knowledge via computer). Morgan goes on to indicate that 28 states are developing plans for a major incorporation of technology in their education reform movements (page 10).

Gellerman (1994, March) indicates that "voice-recognition software packages have two basic missions: either accept voice commands to streamline the operation of the computer or take verbal dictation that can then be saved as a text document" (page 14). The benefits of voice recognition for computers involve people with disabilities such as poor coordination or dyslexia and making computer interaction easier on the human body. Problems with voice-recognition software lie in lack of control over variables (background noise and microphone difficulties) and false command recognition. Such programs may make testing easier for individuals with disabilities such as dyslexia who find reading and writing a chore (and sometimes an overwhelming block to learning).

Holden (1994, March) suggests that schools were organized following an outmoded industrial model and must now move to a service-industry model (page 70). The largest obstacle is viewed as "the way educators view time" (page 70). Holden feels that time must be considered a flexible entity and presents the following example:

> . . . in the carpet cleaning business, the customer expects his whole carpet will be cleaned. If, when the bell rings on the carpet cleaner's watch, the customer is told there is not enough time for the last corner to be cleaned, that carpet cleaner will probably not be in business very long. Yet we replicate this scenario with students every day in American schools (page 70).

Recording skill practice via a video camera attached to a computer, then playing back that performance on half of the screen with an expert's performance on the other half, allows trainees to compare their performance with that of the expert (Rinne, 1994, March, page 81). This system allows skills to be taught individually by an expert (page 82). While development takes much time, the computer is very patient and will provide experiences multitudes of time without becoming upset about repetition. Individualization of training for students within the marketing education classroom has long been suggested. This factor may make that individual training a greater reality.

Bryan (1994), indicates that "'non-essentials' such as foreign languages, history, lab sciences and literature could be sacrificed in favor of **vocational training. *Education for a job*—increasing a race between certification and obsolescence—would secure its dominance over *education for life*.** The freedom to enter college without a proposed major or a lifelong professional goal would be further undermined (page A-31)[bold emphasis added]. This author shows the paranoia which some individuals have regarding occupational training and appears to feel that one type of learning is mutually exclusive of the other. Actually, education for life and education for a job are both continuing processes requiring life-long learning.

Recommendations for Marketing Education

Based on the information presented above, the following recommendations are suggested:

1. Marketing teacher education must integrate computer usage into the university classroom.
2. Marketing teacher education should involve simulations—both to train future teachers and to provide these individuals with the tools to use such activities in their own classrooms.
3. Marketing teacher educators must utilize technology themselves.
4. Multimedia should be developed for both high school and college/university marketing education classrooms.
5. Future teachers need to learn how to use such programs as hypercard and multimedia to supply them with the skills to create presentations for their students.
6. Workshops should be held by and for teacher educators to allow exchange of information on technology.
7. Marketing teacher educators should develop a bulletin board or electronic newsletter.
8. Electronic conferencing could be the future for exchange of information—such options should be examined.
9. Textbooks, supported by computer diskettes (usually statistics or simulation programs), are being used extensively. Textbooks should be developed which incorporate computer simulations and other processes for marketing teacher education.
10. Research topics exploring the future of marketing teacher education and marketing education should be brainstormed during conferences, via electronic bulletin boards and computer newsletters.
11. Testing should be embedded and continuous within the computer intensive classroom.
12. Marketing education students (all levels) should have access to Internet.

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Appendix A*

Educational Trends

19. Demand for lifelong education and training services will heat up throughout society.

- The half-life of an engineer's knowledge today is only five years; in 10 years, 90% of what engineers know will be accessible by computer.
- Eighty-five percent of the information in National Institutes of Health computers is upgraded every five years.
- Fundamental changes in the economy are destroying the few remaining well-paying jobs that do not require advanced training.
- In the next 10 years, close to 6 million jobs will open up for professionals, executives, and technicians in the highly skilled service occupations. This especially applies to health care.
- Up to 4% of the labor force will be in job retraining programs at any moment in the 1990s.
- Schools will train both children and adults around the clock. The academic day will stretch to seven hours for children; adults will work a 32-hour week and prepare for their next job in the remaining time.
- State, local, and private agencies will play a greater role in training by offering more internships, apprenticeships, pre-employment training, and adult education.

20. New technologies will greatly improve education and training.

- Job-simulation stations—modules that combine computers, video-discs, and instrumentation to duplicate work environments—will be used in training.
- Telecommunications course work will open up new vistas in education.
- Education will become more individualized, as interactive computer/videodisc systems and other new media permit students to learn according to their specific needs and abilities.
- Personal computers with ultra-high-resolution screens, 3-D graphics, high-level interactivity, artificial intelligence, and virtual reality will enhance gaming and simulations used in education and training.

21. Business is taking on a greater role in training and education.

- More businesses will form partnerships with schools and offer job-training programs.

- Most new jobs are generated by small businesses, which cannot afford to pay for training. Half of all funding for formal training comes from the 200 to 300 largest companies in business and industry.

22. Education costs will continue to rise.

- Communities will put heavy pressure on school systems to control costs.
- Costs may reach the point where they threaten to reduce the pool of college graduates over the next decade.
- Two-year colleges and associate degrees will gain popularity, because they are more affordable than four-year programs.
- Five-year co-op college programs also will increase dramatically in the rest of the decade.
- Loans rather than grants will provide most student financial aid.

23. School districts throughout the United States are reinventing the educational system.

- Lackluster performance of American students on standardized tests will prompt reforms.
- Policy changes designed to improve students' performance in the U.S. school system may include lengthening the school year to 210 seven-hour days and cutting class size from an average of about 18 students to 10.

24. Educational institutions will pay more attention to the outcomes and effectiveness of their programs.

- The public and state legislatures will increasingly demand an assessment of student achievements and hold schools accountable.
- Faculty will support (reluctantly) efforts to assess their classroom performance and effectiveness.
- Academic departments will also support evaluation of their academic programs' results and effectiveness.
- More states will adopt the national education goals to assess their schools' performance.

25. Improved pedagogy—the science of learning—will revolutionize education.

- Individuals will learn more on their own, so the "placed" of learning will be more

dispersed, and the age at which things are learned will depend on individual ability, not tradition.

- Computer-supported approaches to learning will improve educational techniques and make it possible to learn more in a given period.
- The ultimate consequence may be a one-sixth reduction in learning time overall.

26. Universities will stress development of the whole student. They will redesign the total university environment to promote that development.

- Individual students will receive more support from faculty and advisers in deciding about academic programs and career paths.
- By 2001, nearly all college textbooks will come with computer disks to aid in learning.
- Computers will provide access to the card catalogs of all the libraries in the world by the late 1990s. It will be possible to call up on a computer millions of volumes from distant libraries. Videodiscs will enhance books by providing visual and audio information. In the long run, even smells, feels, and tastes may be recorded and reproduced.
- Many encyclopedia works, large reference volumes, and heavily illustrated manuals will soon be cheaper to produce and sell through electronic packaging. Videodiscs will fill this need.

27. Institutions of higher education are shrinking.

- By 2001 there will not be enough adolescents to sustain the current number of colleges and universities. Colleges will close their doors, merge with other schools in a federation, reduce faculty size and class offerings, and seek more adult students.
- Private commercial ventures will establish themselves as the proprietors of large electronic databases, eventually replacing the university library.
- Students will adopt the scholar's mode of learning—learning by consulting books, journals, and primary resources—as professors and Ph.D. candidates do today.

*Cetron, Marvin (1994). An American Renaissance In The Year 2000. . . 74 Trends That Will Affect America's Future — And Yours. *The Futurist*, 11 page insert, pages 5-6.